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ABSTRACT

This training manual is for teachers participating in the Research Utilizing Problem Solving (RUPS) workshops. The workshops last for four and one-half days and are designed to improve the school setting and to increase teamwork skills. The teachers participate in simulation exercises in which they help a fictitious teacher or principal solve a problem using the RUPS model. This manual describes the purpose and design of the workshops and provides information on conducting workshops. Handouts on the 16 subsets that comprise the workshop activities concern: (1) orientation; (2) identifying the problem; (3) using classroom research; (4) diagnosis using the force field technique; (5) diagnosing team relationships; (6) force field analysis and data gathering; (7) selecting tools for data collection; (8) spotting the major results in data; (9) gathering data on team-building relationships; (10) the concept of feedback; (11) deriving implications and action alternatives from research findings; (12) planning for action; (13) small group dynamics; (14) planning a RUPS project for specific onsite school problems; and (15) and (16) two followup sessions. (FG)

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# RUPS:
# Research Utilizing Problem Solving

## CLASSROOM VERSION LEADER'S MANUAL

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RESEARCH UTILIZING PROBLEM SOLVING - CLASSROOM VERSION

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## CONTENTS

Contents iii

Participant Handouts v

Materials List xi

Acknowledgements xiii

Introduction 1

Subset I Orientation 12

Subset II Identifying the Problem 24

Subset III Using Research About the Classroom 48

Subset IV Diagnosis Using the Force Field Technique 63

Subset V Diagnosing Teamwork Relationships 93

Subset VI Force Field Analysis and Data Gathering 101

Subset VII Selecting Tools for Data Collection 121

Subset VIII Spotting the Major Results in Data 132

Subset IX Gathering Data on Team-Building Relationships 150

Subset X The Concept of Feedback 165

Subset XI Deriving Implications and Action Alternatives from Research Findings 184

Subset XII Planning for Action 201

Subset XIII Small Group Dynamics 224

Subset XIV Planning Your Back Home RUPS Project 241

Subset XV Followup Session I 263

Subset XVI Followup Session II 273

Appendix A 277

4

# PARTICIPANT HANDOUTS

1 Purposes and Design of the RUPS Workshop 18

2 RUPS Workshop Agenda 20

3 Agenda for Subset I: Orientation 21
4 Assessment of Subset I: Orientation 22

5 Agenda for Subset II: Identifying the Problem 31
6 Four Guidelines for Writing a Problem Statement 33
7 Instructions for Paraphrase Exercise 36
8 Instructions for Trio Round Robin Exercise 37
9 Guide for Observing Helper Communication Skills 40
10 Guide for Observing Helpee Communication Skills 42
11 Guide for Observing the Interaction of Communication Skills 44
12 Assessment of Subset II: Identifying the Problem 45

13 Agenda for Subset III: Using Research About the Classroom 54
14 Classroom Conditions Which Influence the Learning Experience of Children 55
15 Fishbowl Trio Round Robin Instructions 60
16 Trio Observer Guides 61
17 Assessment of Subset III: Using Research About the Classroom 62

18 Agenda for Subset IV: Diagnosis Using the Force Field Technique 69
19 The Force Field Diagnostic Technique 71
20 The Goal Statement and Force Field that Mrs. Jones Wrote 76
21 Research Utilizing Problem Solving Model 78
22 A Case Study of the Research Utilizing Problem Solving Process 80
23 Assessment of Subset IV: Diagnosis Using the Force Field Technique 91

24 Agenda for Subset V: Diagnosing Teamwork Relationships 97
25 Diagnosing Teamwork Relationships 98
26 Instructions for Trio Work 99
27 Assessment of Subset V: Diagnosing Teamwork Relationships 100

28 Agenda for Subset VI: Force Field Analysis and Data Gathering 107
29 The Force Field Analysis 108
30 Mrs. Jones's Force Field Analysis 111
31 Ideas for Gathering Data 112
32 Creating a Data-Gathering Technique 115
33 Instructions for Tryout of Gathering Data 117
34 Assessment of Subset VI: Force Field Analysis and Data Gathering 119

## Participant Handouts

35 Agenda for Subset VII: Selecting Tools for Data Collection 127
  36 Instructions for Individual and Trio Work in Selecting Six Tools 128
  37 Tools Selected for Data Gathering 129
  38 Assessment of Subset VII: Selecting Tools for Data Collection 130

39 Agenda for Subset VIII: Spotting the Major Results in Data 138
  40 Summary of Children's Responses in Six Tools Used by the Teacher 139
  41 Major Results of Mrs. Jones's Data 146
  42 Mrs. Jones's Revision of Her Force Field 147
  43 Assessment of Subset VIII: Spotting the Major Results in Data 148

44 Agenda for Subset IX: Gathering Data on Team-Building Relationships 156
  45 Guidelines for Discussing Team-Building Force Field Analyses 157
  46 Guide for Group Member Ratings 158
  47 Group Member Rating Scale 160
  48 Guidelines for Discussion in a Fishbowl Trio Round Robin 162
  49 Assessment of Subset IX: Gathering Data on Team-Building Relationships 163

50 Agenda for Subset X: The Concept of Feedback 169
  51 The Joe-Harry Window and the Concept of Feedback 170
  52 Preparation for Giving and Receiving Feedback 177
  53 Guidelines for Giving and Receiving Feedback in a Trio Round Robin 178
  54 Observation Guide for Giving and Receiving Feedback 179
  55 Assessment of Subset X: The Concept of Feedback 182

56 Agenda for Subset XI: Deriving Implications and Action Alternatives from Research Findings 190
  57 Deriving Implications and Action Alternatives 191
  58 Work Sheet for Deriving Implications and Action Alternatives 193
  59 Guidelines for a Fishbowl Trio Exercise 194
  60 Implications Derived from Mrs. Jones's Data Results 195
  61 Guidelines for Conducting a Brainstorming Session on Action Alternatives 196
  62 The Alternatives in Mrs. Jones's Action Plan 197
  63 Assessment of Subset XI: Deriving Implications and Action Alternatives from Research Findings 199

Participant Handouts

64 Agenda for Subset XII: Planning for Action 207
65 Five Resources in Planning and Taking Action 208
66 Organizational and Community Conditions Which Influence the Learning Experiences of Children 212
67 Trio Exercise on Discovering Supportive Resources 217
68 Notes from Interviews Mrs. Jones Conducted with Principal and Several Teachers in the School 218
69 Trio Survey of Management Considerations 219
70 Work Sheet for Force Field Analysis of First Action Step in Mrs. Jones's Action Plan 221
71 Assessment of Subset XII: Planning for Action 222

72 Agenda for Subset XIII: Small Group Dynamics 230
73 Instructions for Reading in "Diagnosing Classroom Learning Environments" 231
74 Planning Assignment 232
75 Five Dimensions of Group Growth 233
76 Rating of Group Planning Meeting 236
77 Composite Rating of Group Planning Meeting 238
78 Assessment of Subset XIII: Small Group Dynamics 239

79 Agenda for Subset XIV: Planning Your Back Home RUPS Project 247
80 Back Home Problem Statement and Force Field Analysis 248
81 Plans for a RUPS Project 251
82 Force Field on Myself 259
83 Plans for Followup Sessions I and II 260
84 Assessment of Subset XIV: Planning Your Back Home RUPS Project 261

85 Agenda for Subset XV: Followup Session I 267
86 Analyzing Progress of a RUPS Project 268
87 Developing Back Home Support to Carry Out a RUPS Project 270
88 Next Steps of My RUPS Project 272

89 Agenda for Subset XVI: Followup Session II 277
90 Analyzing Progress of a RUPS Project 278
91 Developing Back Home Support to Maintain a Desired Change 280
92 My Plans for Further Sharing 281

Appendix A: Typescript of The Tape of Mrs. Jones's Classroom Problem 282

## MATERIALS LIST

| | Source | Cost |
|---|---|---|
| Leader's Manual | Commercial-Educational<br>Distributing Services<br>P.O. Box 3711<br>Portland, Oregon 97208 | $8.50 |
| Participant Materials | Commercial-Educational<br>Distributing Services<br>P.O. Box 3711<br>Portland, Oregon 97208 | $6.25 |
| SRA Text: Diagnosing Classroom Learning Environments | Commercial-Educational<br>Distributing Services<br>P.O. Box 3711<br>Portland, Oregon 97208 | $2.95 |
| RUPS Audiotape of Mrs. Jones | Commercial-Educational<br>Distributing Services<br>P.O. Box 3711<br>Portland, Oregon 97208 | $3.50 |
| Tape Recorder | Local | |
| Newsprint Paper | Local | |
| Felt-Tip Pens | Local | |
| Paper and Pencils | Local | |

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Much of the interpersonal content of the training and the generalizations underlying the design are derived from experience and materials of the National Training Laboratories - Institute for Applied Behavioral Science. Major advances evolved from collaboration in its Cooperative Project for Educational Development (COPED) coordinated by Dorothy Mial. The first complete design was attempted in collaboration with the National Board of Education of the Methodist Church under direction of Ruth Emory, René Pino and Robert Crosby. The next steps of development came in the COPED project as training was conducted with the Brooklyn, Jackson, Livonia and Detroit public school districts of Michigan. Funding was provided at this time from the Research Training Branch of the U.S. Office of Education with the particular encouragement of Michael Giammatteo.

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Charles C. Jung
Program Director
Northwest Regional
Educational Laboratory

# INTRODUCTION

## Purposes and Objectives of the Workshop

The initials "RUPS" stand for Research Utilizing Problem Solving process. There are two purposes to the RUPS workshop. One is to try out the steps of the RUPS process as a way of working toward improvements in the school setting. The second is to try out some ways of increasing teamwork skills.

Innovations in education are emerging at a rapid pace. Experimentation and research are producing a vast amount of resources for improving the quality of education. New kinds of curriculum and instructional approaches are being developed. It is becoming increasingly feasible to provide teaching strategies that make use of a multitude of resources and improve learner outcomes. Teachers in the past spent most of their time instructing their pupils. New materials and techniques may provide much of this instructional function more efficiently. In the future, teachers may be freer to attend to the functions of problem identification, analysis and resource utilization. These functions can increase the availability of problem solving processes and resources most relevant to the needs of teachers and learners at any moment. Opportunities to learn problem solving processes and research utilization processes can enable teachers to plan and manage learning experiences more effectively.

The Research Utilizing Problem Solving workshop is to provide teachers with competencies in:

- Applying four guideline criteria for writing a problem statement
- Paraphrasing in interpersonal communications
- Using the force field diagnostic technique

## Introduction

- Selecting and creating instruments for data gathering
- Diagnosing teamwork relationships
- Spotting and analyzing major results in data collected
- Identifying one's personal style of operationalizing dimensions of teamwork behaviors
- Utilizing concepts and skills of giving and receiving feedback
- Using criteria for deriving implications from research findings
- Brainstorming action alternatives to meet implications derived from findings
- Applying guidelines for planning and implementing action alternatives
- Identifying and evaluating small group dynamics
- Planning a back home project
- Evaluating solution plans
- Conducting a back home RUPS project

## Nature of the Workshop

The Research Utilizing Problem Solving (RUPS) instructional system can give educators knowledge, skills and techniques in retrieving and utilizing knowledge while in the process of identifying and diagnosing classroom or faculty problems and designing action plans to resolve them. Evaluation becomes a part of repeated data gathering for objective diagnosis in this process. The design calls for a 4-1/2-day workshop followed by two 3-hour meetings while engaged in a back home application project using the RUPS process. Emphasis of the entire design is on educators practicing their "do it" skills to perform the problem solving process. Continuous active participation is called for by using a simulation situation in which the trainee "helps" a fictitious teacher or principal solve a problem using the RUPS model.

In the simulation, the educator-trainees will learn to use the RUPS model as they:

> help Mrs. Jones the teacher analyze her classroom situation in which the students apparently do not want to learn, or Mrs. Jones the principal analyze her faculty situation in which there is a norm against sharing classroom practices; select data gathering instruments and process results of data gathering to rediagnose the problem; and create a plan to work toward a goal of improvement.

The basic learning group of the workshop is a sextet in which participants train each other using criteria provided in the materials. A workshop leader gives instructions from a manual guiding educator-trainees through the design. The workshop leader needs to be familiar with the materials and design, but does not need to be an expert in the RUPS process.

## Workshop Participants

This workshop is designed for local school personnel who work directly with students and/or building administrators. Reactions to the classroom version have been extremely positive when the majority of participants are teachers. There can be added benefits for team problem solving when a minority of other roles are included in a workshop. Such roles have included building administrators, curriculum supervisors, teacher's aides, secretaries, custodians, cooks and students. Given the focus in this set of training materials, the majority of participants in a workshop should be teachers. When a trainee group's primary concern is for dealing with faculty improvements, or when the majority of workshop participants are administrators, the administrator version should be used in place of the classroom version of RUPS.

## Introduction

### Expected Outcomes

A technical report of the summative evaluation of this training design is available from the Northwest Regional Educational Laboratory. It summarizes results from five workshops conducted under favorable and unfavorable conditions. If the suggestions and instructions in this manual are followed, the results detailed below may be expected.

At least 75 percent of the participants of a RUPS workshop can be expected to react positively to their experiences in it. As conditions established for involving participants approach optimum, this percentage can be expected to increase to 100 percent. Specifically, optimum conditions include: a) the participants do not already have the competencies being trained for, b) they have an appropriate expectation of the substance and nature of the training and c) they have a desire to be involved in the workshop.

At least 75 percent of the participants can be expected to achieve at least 75 percent of the basic "knowing" and "doing" competencies for the training objectives listed above. If follow-through sessions are included and the back home school setting supports application of these skills, and participants in the workshop represent back home teams, expectations can include increased teamwork and objective data gathering in problem solving efforts by at least 50 percent of the participants. Improvements achieved in back home RUPS projects have ranged from increased sharing of classroom innovations among teachers to increased rates of spelling achievement by inner city, second-grade pupils.

In the months following completion of the training, educators can be expected to report they have become aware of many more needs for improvements than was true earlier. Also, many report increased confidence in dealing with problems of working toward these improvements, of approaching others to work collaboratively toward these improvements and of recognizing objectively what they do and do not know about a problem situation.

## Setting Up the Workshop

Setting up a workshop is not complex but its success and effectiveness depends upon several factors.

1. The participants need to be involved. It is best if they have volunteered to be included in the workshop. It is crucial that they have a correct understanding of what the workshop is about and the way it is conducted. Evidence indicates that follow-through application is greater when people who work together back home go through training together, and when they come to the training with real improvement projects identified for which they plan to apply the skills they have gained from the workshop. The basic work group of the workshop design includes six members. It is important that the total group be multiples of six. These work groups cannot be smaller than six. Some may have seven or eight if absolutely necessary, but this is awkward and not advised. It is absolutely essential that all participants be present for every session of the workshop. The design is sequential and cumulative and many exercises depend on roles for trios and sextets. One leader can work with a total group as large as thirty-six. It is recommended, however, that the total group not exceed twenty-four and advisable that only twelve participants be included the first time an individual is attempting the leader role.

2. Be sure all leaders are experienced with the system. These materials are not meant to be used by persons who have not, themselves, experienced the training as a workshop participant. Observation in nine workshops has shown that, once having experienced the training, many trainees can perform successfully the role of a workshop leader. Without such experience one can expect to have difficulty understanding some of the materials and knowing how to respond appropriately to participant needs.

3. Adequate time is needed to obtain and arrange all the necessary materials and equipment prior to the workshop. The leader must prepare charts in advance of each session as well as arrange handout materials. Timing for such preparation must be carefully considered. Be sure it is clear who is to be responsible for each such task.

4. Be sure an adequate time schedule has been specified and agreed to by all parties concerned. This training sequence cannot be altered without grave risk of jeopardizing the reactions and outcomes for participants. The continuity that builds up in the design is extremely important; outcomes are best when the training for the first fourteen subsets can take place within a time block of five straight days. Two blocks of 2-1/2 days each, scheduled one week apart is a feasible alternative. Greater division between training sessions is not wise. Arrangement for the two 3-hour follow-through sessions of Subsets XV and XVI are essential to attaining the outcome of quality back home application. When these follow-through sessions are neglected, evidence of application drops dramatically. Illustration of an ideal time schedule for the entire workshop, including the follow-through sessions, appears below.

5. The physical setting of the workshop is important. There should be easily movable chairs and tables for trios and sextets to group and regroup themselves into varying arrangements throughout the course of the workshop. The room should be large enough for the entire group to divide into trios that can talk and work simultaneously without bothering each other. All trios and/or sextets must be able to work in the same room so the workshop leader can keep time for exercises and give instructions to all.

Illustration of a Typical RUPS Workshop Time Schedule

| | Mon (8/23) | Tues (8/24) | Wed (8/25) | Thurs (8/26) | Fri (8/27) |
|---|---|---|---|---|---|
| 8:30 am to 12:00 | Subset I<br>Subset II | Subset V<br>Subset VI | Subset IX<br>Subset X | Subset XII | Subset XIV<br>END |
| 1:15 pm to 5:00 | Subset III<br>Subset IV | Subset VII<br>Subset VIII | Subset XI<br>(end at 4:00) | Subset XIII<br>(end at 4:00) | |

Follow-Through Sessions:

| | Wed (9/16) |
|---|---|
| 2:30 pm to 5:45 | Subset XV |

| | Wed (10/6) |
|---|---|
| 2:30 pm to 5:30 | Subset XVI |

## Conducting the Workshop

The leader's job is carefully described in this manual. The leader gives directions, passes out materials, presents charts showing the agenda of each subset and clarifies certain instructions, operates a tape recorder in early subsets, keeps time for exercises, and occasionally leads a group discussion concerning progress of the workshop.

The design does not call for the leader to be an expert in either the RUPS process or teamwork skills. The leader is never called upon to provide a function of instructing the participants in the skills they are learning. The needed expertise is provided in the materials. The function of instructing is provided by the participants for each other in the exercises. The workshop leader will be most helpful to the participants by acting as a master of ceremonies facilitating their learning experiences rather than an expert or an instructor.

The following sections of this manual titled Instructional Strategy provide detailed suggestions for giving directions. It is expected the leader will become familiar enough with these directions so he can deliver them briefly in his own style. It is not intended that the leader read these directions to the participants, but rather than he phrase them in his own words. Many of the directions are on handouts which the participants can read. The leader should strive to keep his remarks brief and be more of a clarifier of directions than a giver of them.

Keeping time is a major task of the workshop leader. He can expect some expressions of frustration concerning going too fast or too slow. Until he becomes thoroughly familiar with the training design, it is recommended that he adhere quite closely to the suggested times. These times will need to be adjusted somewhat according to what happens in the workshop. Only experience can help the leader learn to be appropriately flexible about these variations in timing. In most cases, there are important rationales for staying quite close to the suggested times.

Occasionally, there may be timing problems or reactions of some participants that cause the workshop leader to consider making changes in the training design. Unless the leader has had considerable experience in *designing* and conducting this kind of process-oriented training, it is strongly advised that he *not* attempt to alter or adapt the recommended design. Success of some of the exercises, such as those concerning the "concept of feedback," depend heavily on the sequence of prior exercises. Negative reactions can result when they are used out of context. Other exercises are almost sure to gain positive reactions from participants when used alone, but contribute little to real educational improvement unless used appropriately in the total context of the RUPS model. Shortened versions of the RUPS training, while well received, greatly reduce the probability of achieving the ultimate outcomes which can be expected from the total design.

The workshop leader should be careful to avoid defending the design to participants who feel critical at times during the training. There are many possible valid reasons for a participant to feel critical occasionally. There are also possible idiosyncratic reasons for some individuals to be critical. The design provides adequate opportunities for most individuals to work through their needs to express criticism, while devoting most of their energies to increasing desired competencies. In most cases, the leader can be of greatest aid to participants by simply accepting the validity of their critical feelings, expressing the hope that they will find the next stages of the workshop to be more desirable, and moving ahead with the design as directed.

There is an intentional "discovery" element to this design. Evaluation has shown that a majority of participants feel confused at one or another point, but arrive at the dawning of a personalized comprehension at some later point. This effect is intentional and desired; it is believed to increase the probability of later implementation of what is learned more than would be the case in a seemingly clearer, more didactic training design.

One of the less enjoyable aspects of the workshop is that of assuring cogntive mastery of key concepts in each subset. Such mastery can be an important resource to the participant when later attempting a back home, follow-through project. It is strongly recommended that this be pointed out during the workshop and the questionnaires at the end of each subset be given serious attention as called for in the design.

The statements of rationale given for each step of each subset can help the workshop leader anticipate possible participant difficulties and consider the most helpful way to react. Note especially the cautions in the rationale and directions about times to avoid defending the design or the "correctness" of the materials for the "Mrs. Jones" simulation.

The workshop leader should distribute a set of materials to each participant at the beginning of the workshop. These include the booklet on data gathering instruments (Diagnosing Classroom Learning Environment for the classroom version, or, Diagnosing the Professional Climate of Schools for the administrator version), and all the handouts that will be needed except those which concern the simulation. These latter handouts (blue) are to be removed from each packet and distributed by the leader at the appropriate times indicated in the Instructional Strategy.

## Arrangement of Materials

Following the Introduction, this manual is arranged in accordance with the sequence of sixteen subsets of the workshop design. Each subset begins with the Instructional Strategy. There is a listing of the steps to go through, the materials needed for each step, the approximate number of minutes each step should take and detailed directions that the leader is to give to the participants. There is also additional information concerning each subset. To aid the leader's preparation, this includes a statement of purpose for the subset, the objectives, the rationale for why the step is included as it is found in this design, and a list of all the materials needed for the subset. A typescript of the tape recording of "Mrs. Jones and Her Pupils," or, "Mrs. Jones and Her Faculty Members," is available in Appendix A.

Samples of information the workshop leader should have ready to display on large sheets of paper are labeled "Newsprint Sheet." The reason newsprint sheets of paper are used rather than a blackboard or overhead projector transparencies is that the information can be left hanging on the walls for reinforcement as the workshop progresses. Display of those sheets which present the agenda helps clarify the overall design of the workshop as it unfolds. Also, these and some of the other sheets, are referred to several times. This is easiest to do if they are left on display.

## Introduction

Handouts used by the participants are also found with each subset in the manual. The leader must note carefully which of these the participants have from the beginning (green) as compared to those which he is responsible for distributing at the moment of their use (blue). The leader has all of these materials required for this training design bound sequentially together in his manual. Each packet of participant materials is unbound so it may be placed in a loose-leaf notebook. It is divided into two color coded sections with the blue handouts together at the back of the packet. These blue handouts, then, can easily be removed from the packets by participants and given to the leader during the initial distribution of materials. As the leader gives them back to participants at appropriate steps in the design, they can reinsert them in the proper place in their set of materials.

## SUBSET I:
## ORIENTATION

65 minutes

### PURPOSE

The activities in Subset I are designed to assure that participants have a correct expectation concerning the dual purpose of the workshop and the nature of the simulation in which they are to "help Mrs. Jones," and to form the basic work units of trios and sextets.

### OBJECTIVES

Given the opportunity to discuss and ask questions regarding handouts H1 and H2 and newsprint sheet N1, each participant will be able to identify correctly the dual purpose of the workshop and the idea of trying out the problem solving process in a simulation of "helping Mrs. Jones." Permanent work units of trios and sextets will be established. Dates and hours of this particular workshop will also be established.

### LEADER PREPARATION

1. Newsprint sheet (N1) of workshop themes should be ready for display.
2. Newsprint sheet (N2) of the agenda for Subset I should be ready for display during Step 3.
3. Tape recorder should be ready with the tape of Mrs. Jones and the children. If for some reason you feel participants will not be able to hear the tape clearly, refer them to the typescript in Appendix A to read while the tape is playing during Step 7.
4. Paper and pencils
5. PARTICIPANT MATERIALS

   Handout 1: Purposes and Design of the RUPS Workshop
   Handout 2: RUPS Workshop Agenda
   Handout 3: Agenda for Subset I: Orientation
   Handout 4: Assessment of Subset I: Orientation

SUBSET I

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce the two purposes of the workshop | 10 | Participants may have inappropriate expectations of the purpose or the nature of the workshop. This tends to block active involvement. A chance for clarification and establishment of correct expectations may be extremely important for getting off to a good start. At the same time, it has been found that too detailed an explanation of the RUPS processes is meaningless or confusing at the beginning of the workshop. Presentation of the RUPS process is thus found in a later subset, after participants have experienced the first steps of the process. |
| 2. Review the time schedule for the workshop | 10 | Having participants fill in dates and times reinforces their awareness of the agenda more actively than simply having them receive a preprinted sheet with the dates and times. It also allows opportunity for participants to raise the possibility of shifts in the schedule and, thus, represents a higher degree of respect for their needs. |
| 3. Introduce the agenda for Subset I | 5 | Having the participants review the steps of the subset helps create a familiarity with the structure and appropriate expectations. Most of them probably will not understand some of the "jargon" at this point. They will gradually achieve this understanding as the workshop progresses. It's better not to take too much time at this point attempting to explain what is to come. If asked to explain, suggest that meanings will become clear as they actually try things. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N1, H1 | 1. Hand out the sets of written participant materials. Tell the participants that they must bring the materials to every workshop meeting. Then ask them to separate out the blue sheets in their materials and hand them in to you. These materials are to be handed out throughout the workshop when indicated in the instructional strategy. Now begin by referring to N1, which you have prepared and put up in advance, to explain that there are two purposes to the workshop. Refer to H1 and give the participants time to read it. Ask if there are questions. Respond briefly to any questions and then proceed to Step 2. |
| H2 | 2. Refer to H2 explaining that this is the agenda for the entire workshop. Note that you have begun Subset I, the Orientation, which will take about one hour. Have each participant complete the agenda by writing down the day and hours you plan to spend completing each subset. |
| H3, N2 | 3. Refer to H3 and put up N2 to explain that this is the agenda for this first session of the workshop. Note that this Subset I session will last approximately another 45 minutes. |

SUBSET I (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 4. Meet Mrs. Jones | 5 | This early confrontation with "Mrs. Jones" is intended to create an involving reality accompanying the learning process of the workshop. It is to place participants immediately in the active role of applying the process they will be learning. |
| 5. Divide into trios | 8 | It is important that participants realize that these work units will be maintained and that the reason for maintaining them is to build a continuity of working on teamwork relationships. |
| 6. Instruct trios to form sextets | 7 | Participants should realize that sextets also help to build teamwork relationships. |
| 7. Hear Mrs. Jones again and some of the children in her class | 15 | This begins the trios' involvement together in working on the problem |
| 8. Assessment of Subset I | 5 | Mastery of the major cognitive learnings is an important prerequisite from one subset to the next. It also should provide the individual cognitive guidelines to use in back home applications. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| Tape Recording | 4. Explain that "Mrs. Jones is coming in to tell you about a problem she is having in her classroom and ask for your help." Play the tape recording (only Mrs. Jones--not her children yet). Announce that they will hear Mrs. Jones again, but first, subgroups need to be formed. |
|  | 5. Explain that participants are to group themselves in trios. Announce that these same trios will be maintained as the basic work groups for the entire workshop. As they select two partners, emphasize, "You will stay in this trio throughout the workshop." (It tends to work best to have people form trios with two people they know "least well," unless you have a reason to do otherwise.) (One or two quartets may be necessary when the total group is not divisible by three. Pairs or quintets will not work.) |
|  | 6. Instruct each trio to pair itself with one other trio. Note that any time small groups are called for or trios are asked to observe each other, "Your trio is to pair up with this other trio which you are to select now. These pairs of trios will be maintained throughout the workshop." Have them take a few minutes to get acquainted with each other in these small groups. |
| Tape Recording | 7. Announce that Mrs. Jones is coming back to tell about her problem. This time, eight of the children who are in her classroom are also going to tell about the problem as they see it. Participants are to have a brief discussion of what they hear as they meet together in their small groups. |
| H4 | 8. Refer to H4 and note that there will be a similar assessment handout at the end of each subset. Explain that the purpose of assessment questions at the end of subsets is to assure each participant that he has mastered the major things that he should know from that subset. Emphasize the importance of this mastering as a basis for moving to the next subset. Have individuals complete the question on H4. |

## NEWSPRINT SHEET N1

**(Copy this sample on a large sheet of newsprint and have ready to use in Subset I, Step 1)**

**THE TWO PURPOSES OF THIS WORKSHOP ARE:**

1. **To try the research utilizing problem solving (RUPS) process as a way of working toward improvements in the school setting**
2. **To try some ways of increasing teamwork skills**

## HANDOUT 1

## PURPOSES AND DESIGN OF THE RUPS WORKSHOP

The initials RUPS stand for Research Utilizing Problem Solving process. There are two purposes to the RUPS workshop. One is to try out the steps of the RUPS process as a way of working toward improvements in the classroom. The second is to try out some ways of increasing teamwork skills.

You are asked to start out by pretending that you have completed the workshop and have just arrived back at your own school building. Mrs. Jones is a teacher in your building. She heard that you have just returned from a workshop on classroom problem solving. She believes she has a problem with her classroom group this year! She is going to ask you to help her work toward improvement in her classroom problem situation.

The design of the workshop gives you a chance to try out the Research Utilizing Problem Solving (RUPS) process by going through it step by step as you "help Mrs. Jones" with her problem. During some of the workshop you will be working on skills needed to carry out the RUPS process. At other times, you will be working on your actual teamwork skills as you relate to each other in the workshop. At still other times you will find the purposes are combined as you are asked to look at teamwork skills while working on problem solving steps.

## NEWSPRINT SHEET N2

(Copy this sample on a large sheet of newsprint and have ready to use in Subset I, Step 3)

### AGENDA FOR SUBSET I: ORIENTATION

1. Introduce the two purposes of the workshop
2. Review the time schedule for the workshop
3. Introduce Subset I agenda
4. Meet "Mrs. Jones"
5. Divide into trios
6. Trios form sextets
7. Hear Mrs. Jones again and some of the children in her classroom
8. Assessment

## HANDOUT 2

## RUPS WORKSHOP AGENDA

The RUPS workshop is divided into 16 different time blocks, or subsets. The titles of the subsets are listed below. Blank spaces are provided for you to write in the date and hours planned to complete the subset in this workshop.

| Date | Hours | Subset |
|---|---|---|
| ____ | ____ | 1. Orientation |
| ____ | ____ | 2. Identifying the Problem |
| ____ | ____ | 3. Using Research About the Classroom |
| ____ | ____ | 4. Diagnosing with the use of the Force Field Technique |
| ____ | ____ | 5. Diagnosing Teamwork Relationships |
| ____ | ____ | 6. Data Gathering Skills |
| ____ | ____ | 7. Selecting Tools for Data Collection |
| ____ | ____ | 8. Spotting Major Results in Data |
| ____ | ____ | 9. Group Member Ratings |
| ____ | ____ | 10. The Feedback Concept |
| ____ | ____ | 11. Deriving Implications and Action Alternatives from the Research Findings |
| ____ | ____ | 12. Planning for Action |
| ____ | ____ | 13. Small Group Dynamics |
| ____ | ____ | 14. Planning Your Back Home RUPS Project |
| ____ | ____ | 15. Follow Through Session 1 |
| ____ | ____ | 16. Follow Through Session 2 |

## HANDOUT 3

## AGENDA FOR SUBSET I: ORIENTATION

Purpose: To assure that participants have a correct expectation concerning the dual purpose of the workshop and the nature of the simulation in which they are to "help Mrs. Jones," and to form the basic work units of trios and sextets.

Objectives: Given the opportunity to discuss and ask questions regarding handouts H1 and H2 and newsprint sheet N1, each participant will be able to correctly identify the dual purpose of the workshop and the idea of trying out the problem solving process in a simulation of "helping Mrs. Jones." Permanent work units of trios and sextets will be established. Dates and hours for this particular workshop will be established.

Steps:

1. Introduction to the two purposes of the workshop
2. Review of the time schedule for the workshop
3. Introduction to Subset I agenda
4. Meet "Mrs. Jones"
5. Divide into trios
6. Trios form sextets
7. Hear Mrs. Jones again and some of the children in her classroom
8. Assessment

# HANDOUT 4

## ASSESSMENT OF SUBSET I: ORIENTATION

1. This workshop has a dual purpose. It focuses on: (check two)

_____Research on using problem solving by teachers in a variety of classroom settings

_____Trying out some ways of increasing teamwork skills

_____Developing teams of teachers that can function as effective units in their school settings

_____Solving classroom problems identified by national research

_____Trying out a research utilizing problem solving process

_____Understanding skills needed by a building team

Answers:

1. This workshop has a dual purpose. It focuses on:

(wrong) Research on using problem solving by teachers in a variety of classroom settings
(This workshop does not focus on research concerning the ways that teachers generally solve problems.)

(right) Trying out some ways of increasing teamwork skills
(You will experience several exercises that provide an opportunity to increase certain explicit teamwork behaviors.)

(wrong) Developing teams of teachers that can function as effective units in their school setting
(This is not a primary focus of this workshop. This workshop might aid a team from a particular school building toward such a purpose if they went through the training together. But, the target of this workshop is to provide you with skills as an individual rather than to train teams as such.)

(wrong) Solving classroom problems identified by research
(The purpose is to give the individual a process for solving problems in his own classroom rather than solving problems identified by research nationally.)

(right) Trying out a research utilizing problem solving process
(You will try it out by "helping the teacher, Mrs. Jones, work on a problem she has in her classroom.")

(wrong) Understanding skills needed by a building team
(As already noted, the purpose is for you to have an opportunity to increase your skills as an individual. Understanding skills needed by a team in a school building is not a primary purpose, although you might get some insights about this.)

## SUBSET II:
## IDENTIFYING THE PROBLEM

100 minutes

### PURPOSE

The activities in Subset II are designed to develop skills of writing a problem statement and skills of active learning.

### OBJECTIVES

Given four guidelines for writing a problem statement, each participant will write a problem statement responsive to them.

Given a definition of paraphrasing and an exercise in its use, participants will use paraphrasing when appropriate as they critique each other's problem statements according to the four guidelines. They will also critique the communication behaviors of the other trio members that were used while they were critiquing the problem statements. Observation instructions are provided for this purpose.

### LEADER PREPARATION

1. Tape recorder should be ready with the tape of Mrs. Jones and the children.
2. Newsprint sheet (N3) of the agenda for Subset II should be ready for display.
3. Newsprint sheet (N4) of the four guidelines for writing a problem statement should be ready for display during Step 2.
4. Newsprint sheets (N5, N6 and N7) should be ready for display during Step 5. These sheets are to be used one at a time, N5 after the helper has been observed, N6 after the helpee has been observed and N7 after the interaction between the two has been observed.
5. Handouts 9, 10 and 11 are to be handed out one at a time to the observers during Step 5.
6. Paper and pencils

## LEADER PREPARATION (continued)

### 7. PARTICIPANT MATERIALS

Handout 5: Agenda for Subset II: Identifying the Problem
Handout 6: Four Guidelines for Writing a Problem Statement
Handout 7: Instructions for Paraphrase Exercise
Handout 8: Instructions for Round Robin Exercise
Handout 9: Guide for Observing Helper Communication Skills (BLUE)
Handout 10: Guide for Observing Helpee Communication Skills (BLUE)
Handout 11: Guide for Observing the Interaction of Communication Skills (BLUE)
Handout 12: Assessment of Subset II: Identifying the Problem

SUBSET II

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset II | 5 | This beginning activity allows the participants the opportunity to structure appropriate expectations. |
| 2. Study guidelines for writing a problem statement | 15 | The four guidelines are operational criteria for writing what is defined here as a problem statement. Most teachers can respond immediately in applying these guidelines. They are actually gross criteria inasmuch as each can be further differentiated by more sophisticated understanding of the dynamics of systems. This level of definition was arrived at as reasonable, relative to the average teacher's awareness and the short duration of this workshop. |
| 3. Write a problem statement for Mrs. Jones | 15 | This activity provides skill-practice in applying the four guidelines for writing a problem statement. |
| 4. Paraphrase exercise in trios | 10 | Most people, including teachers, have not had explicit opportunities to learn active listening skills. It is assumed here that misunderstanding in interpersonal communications is the normal state of affairs. Field trials indicated that work on the skill of paraphrasing is essential for most groups that are evolving constructive norms of critiquing each other's RUPS products. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H5, N3 | 1. The agenda is on H5, so refer to N3 to note that this Subset II session will last approximately 100 minutes. |
| H6, N4 | 2. Participants should be in their trios. Announce that Mrs. Jones and her children will repeat their comments about their classroom in a few minutes. In preparation, participants are to study the guidelines suggested for writing a problem statement on H6. Tell them they will be asked to write a statement of Mrs. Jones's classroom problem which incorporates those guidelines. Allow 10 minutes for participants to study H6. |
| Tape Recording | 3. Ask participants to listen to tape for clues that will help them in writing a problem statement concerning Mrs. Jones's classroom. Review the four guidelines suggested in H6, referring to the newsprint sheet copied from N4. Play the tape of Mrs. Jones and the children; then give participants 10 minutes to write individual problem statements. |
| H7 | 4. Tell the participants that before they work at helping each other improve their problem statements, they will try an exercise on a listening skill called "paraphrasing." Review the paraphrasing instructions on H7 and check to be sure they are understood. Select one participant and demonstrate paraphrasing with him briefly before the group. Instruct the trios to follow the instructions on H7 for paraphrasing as they conduct a 5-minute discussion about the suggested guidelines for writing a problem statement. After 2 minutes of trio discussion time, interrupt to remind them to be sure to follow the instructions for paraphrasing. Then let them continue the last 3 minutes of the exercise. |

SUBSET II (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 5. Conduct a round robin trio exercise | 50 | This exercise begins to build a norm and an understanding of the value of working explicitly on interpersonal effectiveness while working on a task such as critiquing a problem statement. This is often referred to as working on process (of how we are working together) while working on a task (in this case critiquing the problem statement "products"). |
| 6. Assessment | 5 | This activity assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H8, H9,<br>N5, H10,<br>N6, H11,<br>N7 | 5. Go over the instructions on the trio round robin exercise (H8) with participants. The task is for participants to help each-other clarify and improve problem statements. Emphasize that trio members will take turns as helper, helpee and observer. There will be different instructions for each observer. (You will hand out H9, H10 or H11 to observers before each round.) Each round will be interrupted after 6 to 7 minutes, when you will announce what the observers were watching for (N5, N6 or N7) and ask them to report their observations to their trio members. Allow 7 to 8 minutes for their report and a trio discussion of that report. There will be three complete rounds. |
| H12 | 6. Direct participants to H12 and give them time to answer individually the questions on it. |

## NEWSPRINT SHEET N3

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset II, Step 1)

### AGENDA FOR SUBSET II: IDENTIFYING THE PROBLEM

1. Introduction to Subset II agenda
2. Study guidelines for writing a problem statement
3. Write a problem statement for Mrs. Jones
4. Paraphrase exercise in trios
5. Round robin trio exercise on clarifying problem statements
6. Assessment

## HANDOUT 5

## AGENDA FOR SUBSET II: IDENTIFYING THE PROBLEM

**Purpose:** To develop skills of writing a problem statement and of active learning.

**Objectives:** Given four guidelines for writing a problem statement, each participant will write a problem statement responsive to the four guidelines. Given a definition of paraphrasing and an exercise in its use, participants will use paraphrasing when appropriate as they critique each other's problem statements according to the four guidelines. Trios will also critique communication behaviors used by the group while critiquing the problem statements in accordance with the observation instructions provided.

**Steps:**

1. Introduction to Subset II agenda
2. Study guidelines for writing a problem statement
3. Write a problem statement for Mrs. Jones
4. Paraphrase exercise in trios
5. Round robin trio exercise on clarifying problem statements
6. Assessment

## NEWSPRINT SHEET N4

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset II, Step 2)

### FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT

1. Who is affected?
2. Who is causing it?
3. What kind of a problem is it?
4. What is the goal for improvement?

## HANDOUT 6

## FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT

Suppose that I said to you, "We have a communication problem among our faculty. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom to improve the problem situation?

A good problem statement includes answers to such questions. It is a brief, specific statement about a problem situation. A problem situation exists when there is a difference between the way things are and the way someone would like them to be. The word, problem, tends to suggest a negative meaning to most of us. The definition used here can be applied to situations which we feel negative about. It also applies to situations that are not thought of as negative ones. The situation might be generally good now and an accomplishment of a new objective could make it even better. You might have a station wagon that satisfies your family's basic needs and feel that having a sports car too would make things even better.

Using the definition of a problem situation as one where there is discrepancy between the way things are now and the way someone would like them to be implies that there are almost always "problems" that could be worked on. There are almost always improvement goals in education that we would like to be working toward.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the problem. Compare the two following efforts to state a problem.

> "We have a communication problem among our faculty."
>
> "We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned..."

2. Who is causing it? The members of the teaching teams seem to see themselves as mainly responsible. "...we haven't given adequate attention..."

3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "We need ways of sharing..."

4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "...ways of sharing that don't take up time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation. It might require many, many pages of writing to describe the entire problem situation. Describing the problem situation is not the same as writing a problem statement. A problem statement answers the four guideline questions in focusing on one, specific improvement goal within the problem situation.

The second kind of confusion arises from needing to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicate that you should do so. In the early stages of working on a problem, I may have quite erroneous ideas about what kind of problem it is or what the improvement goal should be. By stating specifically what I think is the case, I'll know what to explore. I will be clear about what to change in the statement any time new information shows my initial ideas were wrong. The problem statement should be as specific as possible, but always open to change in the light of new understanding.

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement:

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

2. Who is causing it? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is almost never the case. There is almost always some person or persons who could influence things being different. Consider the same possibilities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

3. What kind of a problem is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:

   - There is lack of clarity or disagreement about goals.
   - There is lack of clarity or disagreement about the means of achieving goals.
   - There is a lack of skills needed to carry out a particular means.
   - There is lack of material resources.
   - There is inaccurate communication.
   - There is too little or too much communication.
   - People have a different understanding of the same thing.
   - There is insufficient time or schedules don't coincide.
   - Roles are lacking or inappropriate.
   - Norms are restrictive, unclear, or misinterpreted.
   - There are conflicts of ideology.
   - There is a lack of clarity or a conflict about decision making, e.g., power struggles.
   - Expression of feelings is inappropriate or inadequate.
   - There is conflict related to individual differences.

4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal had been reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The more clear you are about your intended target at any given time, the more likely you will be to recognize that it is an incorrect target should this prove to be the case.

# HANDOUT 7

## INSTRUCTIONS FOR PARAPHRASE EXERCISE

Your trio is to have a 5-minute discussion about the four guidelines for writing a problem statement. You should adhere to the following special instructions.

1. Each time you wish to speak, you must first paraphrase what was said by the person who just spoke.
2. Once you have paraphrased the previous speaker's statement, you must secure his confirmation that your paraphrase reflected a correct understanding of what he said.
3. If he says that your paraphrase was not correct, you must try again until you get his okay. You may ask him to repeat his statement and then try again to paraphrase him.
4. Only when you are told by the previous speaker that you have paraphrased him correctly can you make your statement.
5. The next person who wishes to speak must paraphrase you correctly, receive your okay and then he can say what he wants, etc.

Paraphrasing is stating in your own way what a speaker's remark conveys to you so that he can begin to determine whether his message is coming through as he intended. Rewording what you heard is not enough. Instead, paraphrasing should be an extension of the speaker's statement. This may be done by making a general statement more specific, a specific one more general or giving an example it suggests to you. Even if your paraphrase turns out to be quite different from what was intended, you may gain important additional information when the speaker clarifies his own understanding of his point.

This exercise of checking every statement through paraphrasing dramatizes how we typically lose track of what the other person is saying as our own thoughts move ahead. It indicates the extent of our failure to work at understanding others. This exercise also shows that trying to paraphrase every statement is impractical. The most useful approach is to be continuously concerned about how accurately you are understanding and to use paraphrasing when you have reason for doubt.

## HANDOUT 8

## INSTRUCTIONS FOR TRIO ROUND ROBIN EXERCISE

**The Task:** Help each other clarify and improve your problem statements.

**The Procedure:** Round Robin of three rounds.

1. In each round

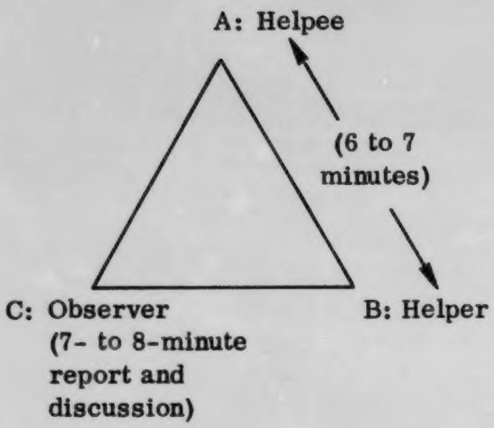
   - One person will ask for help to clarify and improve his statement. He is the HELPEE.
   - One person will assist the helpee with his task. He is the HELPER.
   - One person will watch the interaction between the helper and the helpee. He is the OBSERVER.

2. In each round, you will be interrupted twice.

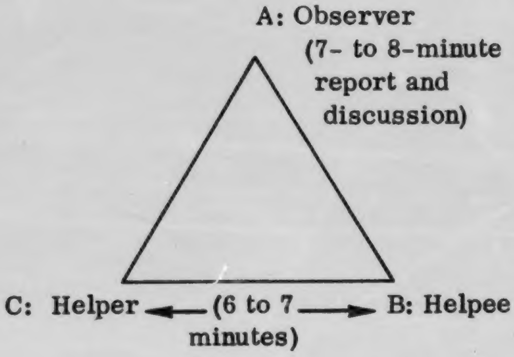
   - Time will be called after 6 to 7 minutes. You will be told what the observer was looking for. The observer will give his report and all three will have a chance to discuss it.
   - Time will be called again 7 to 8 minutes later. At this time the roles of helper, helpee and observer will be taken by different persons in the trio and the above procedure will be repeated. The procedure will be repeated a third time to complete the round robin. Each of you will have had a turn in each role of helper, helpee and observer.

The program diagramed:

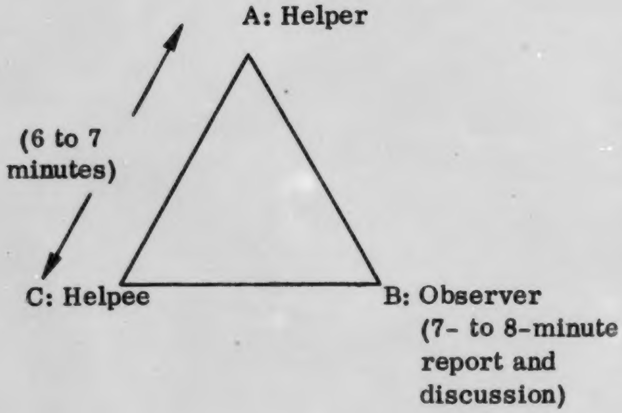
ROUND I: 15 Minutes


A: Helpee
(6 to 7 minutes)
C: Observer (7- to 8-minute report and discussion)
B: Helper

ROUND II: 15 Minutes


A: Observer (7- to 8-minute report and discussion)
C: Helper
(6 to 7 minutes)
B: Helpee

ROUND III: 15 Minutes


A: Helper
(6 to 7 minutes)
C: Helpee
B: Observer (7- to 8-minute report and discussion)

The trainer will call time after each step.

## NEWSPRINT SHEET N5

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset II, Step 5)

## OBSERVE THE HELPER

Is he listening?

What verbal, as well as nonverbal, clues do you observe?

Is he asking the helpee to give illustrations?

Is he asking the helpee to clarify?

Is he paraphrasing to check if he understands the helpee's meaning?

In what ways is he showing that he understands?

## HANDOUT 9

## GUIDE FOR OBSERVING HELPER COMMUNICATION SKILLS

Observe only the helper. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Is he listening?

What verbal, as well as nonverbal, clues do you observe?

Is he asking the helpee to give illustrations?

Is he asking the helpee to clarify?

Is he paraphrasing to check if he understands the helpee's meaning?

In what ways is he showing that he understands?

### Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observation. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

## NEWSPRINT SHEET N6

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset II, Step 5)

## OBSERVE THE HELPEE

Does he appear to be working at being clear?

What verbal, as well as nonverbal, clues do you observe?

Is he giving illustrations?

Is he using words and terms that seem to be understood?

Is he being direct and to the point?

Is he paraphrasing to be sure he understands the helper's meanings?

Is he asking the helper what he is hearing?

## HANDOUT 10

## GUIDE FOR OBSERVING HELPEE COMMUNICATION SKILLS

Observe only the helpee. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Does he appear to be working at being clear?

What verbal, as well as nonverbal, clues do you observe?

Is he giving illustrations?

Is he using words and terms that seem to be understood?

Is he being direct and to the point?

Is he paraphrasing to be sure he understands the helper's meanings?

Is he asking the helper what he is hearing?

### Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

## NEWSPRINT SHEET N7

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset II, Step 5)

### OBSERVE THE INTERACTION BETWEEN THE HELPER AND HELPEE

Are they checking periodically to be sure they are clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

# HANDOUT 11

## GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

> Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?
>
> Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?
>
> Are they paraphrasing to be sure they understand each other's meanings?

### Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

## HANDOUT 12

## ASSESSMENT OF SUBSET II: IDENTIFYING THE PROBLEM

1. The four guidelines for writing a problem statement are to answer these four questions. (check four)

_____What is the problem situation?

_____Who is affected?

_____Exactly what is wrong?

_____How did it become a problem?

_____How did you discover it?

_____Who is causing it?

_____What kind of a problem is it?

_____Who should solve it?

_____How can it be solved?

_____How many goals are there?

_____What is the goal for improvement?

_____How will you measure change?

2. Paraphrasing is: (check one)

_____Quoting as nearly as possible the person who just spoke

_____Interpreting the meaning of the person who just spoke

_____Repeating in your own words the person who just spoke

3. The reason for paraphrasing is to: (check one)

_____Share your interpretation of what the other person meant

_____Be sure you understand what the other person meant

_____Show that you are listening to the other person

Answers:

1. The four guidelines for writing a problem statement are to answer these four questions.

(wrong) What is the problem situation?
(A problem statement is written about one of a number of possible goals in a problem situation.)

(right) Who is affected?

(wrong) Exactly what is wrong?
(This will emerge from continuous diagnosis.)

(wrong) How did it become a problem?
(This question may or may not be relevant.)

(right) Who is causing it?

(wrong) How did you discover it?
(This question may or may not be relevant.)

(right) What kind of a problem is it?

(wrong) Who should solve it?
(This issue must wait for diagnostic work to be done.)

(wrong) How can it be solved?
(Questions about solutions come much later.)

(wrong) How many goals are there?
(A problem statement zeros in on one goal.)

(right) What is the goal for improvement?

(wrong) How will you measure change?
(This should emerge from diagnostic work.)

2. Paraphrasing is:

(wrong) Quoting as nearly as possible the person who just spoke.
(Quoting word for word may not invite an exploration of meaning.)

(wrong) Interpreting the meaning of the person who just spoke.
(Paraphrasing is an attempt to repeat rather than interpret.)

(right) Repeating in your own words the person who just spoke.

Answers: (cont'd.)

3. The reason for paraphrasing is to:

(wrong) Share your interpretation of what the other person meant. (You should be seeking his meaning rather than your interpretation of it when you are paraphrasing.)

(right) Be sure you understand what the other person meant.

(wrong) Show that you are listening to the other person. (Showing that you are listening is not the same as checking to be sure that you understand what you are hearing as the speaker intends it.)

# SUBSET III:
# USING RESEARCH ABOUT THE CLASSROOM

120 minutes

## PURPOSE

The activities in Subset III are designed to enable the participants to understand the use of research as a basis for problem definition and clarification.

## OBJECTIVES

Given a set of research findings on classroom conditions and supportive trio relationships, participants will rewrite problem statements incorporating added insights gained from the research. Trios will critique the validity of these insights. They will also critique the use of helper and helpee behaviors in accordance with observation guidelines provided for this purpose.

## LEADER PREPARATION

1. Tape recorder should be ready with the tape of Mrs. Jones and the children.
2. Newsprint sheet (N8) of agenda for Subset III should be ready for display.
3. Paper and pencils
4. PARTICIPANT MATERIALS

    Handout 13: Agenda for Subset III: Using Research About the Classroom
    Handout 14: Classroom Conditions Which Influence the Learning Experience of Children
    Handout 15: Fishbowl Trio Round Robin Instructions
    Handout 16: Trio Observer Guides
    Handout 17: Assessment of Subset III: Using Research About the Classroom

SUBSET III

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset III | 5 | This exercise is intended to structure appropriate expectations. |
| 2. Listen to tape of Mrs. Jones and children | 5 | Participants need to have the data (statements by Mrs. Jones and the children) fresh in their thinking as preparation for viewing research which implies insights in interpreting that data. |
| 3. Read research concerning classroom conditions | 20 | This is an experience of how research can offer insights to interpreting local data. |
| 4. Listen to tape again | 5 | The data should now be heard with recognition of new insights. For example, the possibility of "pluralistic ignorance" among the children concerning how active they should be as learners should now be recognized. |
| 5. Rewrite problem statements | 10 | The research findings presented are intended to influence awareness of the importance of rewriting a problem statement when necessary. New insights, occurring at any time, can imply the need to rewrite. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N8, H13 | 1. Refer to H13, the agenda. Call attention to N8 showing the sequence of steps for this session and note that the time will be approximately 2 hours. |
| Tape Recording | 2. Play the tape of Mrs. Jones and the children. |
| H14 | 3. Ask the participants to read H14 and underline phrases which seem relevant to Mrs. Jones's situation. Note that these findings from research offer clues to gaining a clearer understanding of her situation. |
| Tape Recording | 4. Play the tape again with instructions to the participants to listen for clues suggested by the research findings they have just read. |
|  | 5. Direct the participants to rewrite the problem statements which they wrote earlier in light of any clearer understandings they have gained from considering the research. |

SUBSET III (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 6. Present instructions for fishbowl trio round robin exercise | 10 | The next exercise in Step 7 is complex and calls for special attention to giving the instructions. |
| 7. Trio round robin exercise | 60 | The fishbowl trio round robin is intended to give simultaneous practice in the two themes of the workshop--problem solving and teamwork skills. Observing and being observed by another trio helps break collusive norms such as avoiding active involvement or honest critiquing which may have begun to form within some trios. |
| 8. Assessment | 5 | This exercise assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H15, H16 | 6. Introduce the fishbowl trio round robin exercise by explaining that they are going to work in trios again to help each other improve their rewritten problem statements. Explain that this exercise will also continue to build teamwork norms of helpfulness. Refer to H15 and review the instructions with the participants. Ask the pairs of trios to form their fishbowl arrangements--one trio in the center, the other forming an outer ring around them. Next, refer to H16, "Trio Observer Guides," and review the guidelines with all the participants. Instruct the trio in the outer circle, acting as observer, to clarify with each other the order in which they will take turns observing a helpee, helper or interaction. Announce that you will call out time as they move through the steps of this exercise. |
|  | 7. In this exercise, each member of the trio in the center gets 5 minutes of help from the other two members of the trio. Then the outer trio reports its observations and all six discuss these for 15 minutes. The trios now switch places in the fishbowl and the procedure is repeated. |
| H17 | 8. Give participants time to answer individually the questions on H17. |

## NEWSPRINT SHEET N8

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset III, Step 1)

## AGENDA FOR SUBSET III: USING RESEARCH ABOUT THE CLASSROOM

1. Introduction to Subset III agenda
2. Listen to tape of Mrs. Jones and children
3. Read research concerning classroom conditions
4. Listen to tapes of Mrs. Jones and children again
5. Rewrite problem statements
6. Instructions for fishbowl trio round robin exercise
7. Trio round robin exercise
8. Assessment

## HANDOUT 13

## AGENDA FOR SUBSET III: USING RESEARCH ABOUT THE CLASSROOM

**Purpose:** To enable the participants to understand the use of research as a basis for problem definition and clarification.

**Objectives:** Given a set of research findings on classroom conditions and supportive trio relationships, participants will rewrite problem statements incorporating added insights gained from the research. Trios will critique validity of these insights. They will also critique use of helper and helpee behaviors in accordance with observation guidelines provided for this purpose.

**Steps:**

1. Introduction to Subset III agenda
2. Listen to tape of Mrs. Jones and children
3. Read research concerning classroom conditions
4. Listen to tape of Mrs. Jones and children again
5. Rewrite problem statements
6. Instructions for fishbowl trio round robin exercise
7. Trio round robin exercise
8. Assessment

## HANDOUT 14

# CLASSROOM CONDITIONS WHICH INFLUENCE THE LEARNING EXPERIENCE OF CHILDREN

### The Pupil as a Self in the Learning Experience

Three types of motivation seem to be important. One is motivation to please others. (Jung, 1964) Second is motivation to learn content, or first order learning motivation. Third is motivation to learn because of seeing oneself as having the job or role of being a learner, termed second order learning motivation. (Bateson, 1945) These three are arrived at through the process of becoming a socializing human being. There is a fourth kind of motivation concerned with reinforcement of basic animal needs of people.

Does it matter if the child feels his teacher likes him? Fox, Lippitt and Schmuck found, "Isolation from the teacher is greater when a pupil perceives himself as being disliked by his teacher than when he thinks he is liked by the teacher." (1964) Does it matter if the pupil agrees with the teacher about classroom behavior? Schmuck and Van Egmond found, "A lack of congruence between the way a pupil feels about classroom behavior and how he thinks the teacher feels is accompanied by a low level of academic performance." (1965)

Does a pupil's perception of his relationships with peers in the classroom matter? Fox, Lippitt and Schmuck reported the following findings.

> Pupils who perceive themselves as holding low liking status (among peers) are lower utilizers of their abilities than pupils with higher perceived status.
>
> Perceived liking status in the peer group is related positively and significantly to both attitude toward self and attitude toward school.

> Pupils who have positive attitudes toward their class are higher utilizers of their intelligence than those who are less attracted to the class. (1964)

## Classroom Peer Group Influences

Do actual relationships between children in the classroom influence learning? Fox, Lippitt and Schmuck found that classroom peer groups characterized by a wide spread of liking relationships have positive emotional climates. Both peer group liking structure and pupil involvement in the classroom group help to fashion a pupil's perception of himself in the group. Furthermore, the research shows this pupil evaluation of self in relation to others is associated with his attitudes toward self and school in general. A pupil's perception of his place in the peer group, high status or low, is related also to his utilization of his ability in academic learning. "The attitude toward self of pupils with high potency of involvement in the peer group (i.e., the pupil cares about being a member of that group) is more positive as peer group structure increases in diffuseness (i.e., in a 'diffuse' class, most children are chosen as 'best liked' by one or more other children)." (1964)

Do peer groups in the classroom establish norms which influence learning? One such norm, termed "pluralistic ignorance," is reported by Lippitt as follows:

> We find, for example, in an average elementary school class, that the majority of the pupils perceive that most of the other pupils are against too active cooperation with the teacher, are against being 'eager beavers' about study and learning. Nevertheless the majority of the group, in confidence, will indicate a great desire to be more active, to become more involved. Yet there is collusion to maintain mutual ignorance. (1962)

## Direct Workers Who Create Learning Experiences

Does teacher behavior directly influence the pupil's learning experience? Fox, Lippitt and Schmuck reported the following findings.

> The more a teacher likes a particular pupil, the less isolated he is from the teacher.
>
> A high level of isolation from the teacher is accompanied by a high level of dissatisfaction with the teacher.
>
> A pupil's dissatisfaction with his teacher is accompanied by dissatisfaction for himself (low self-esteem).
>
> Pupils who are isolated from the teacher have more negative attitudes toward school than those who are not isolated from the teacher.
>
> Satisfaction with the teacher is significantly related to the utilization of intelligence for girls at every social status level.
>
> For both sexes combined, satisfaction with the teacher and utilization (of academic potential) are associated when the effects of social class, parental support and peer status are held constant. (1964)

Schmuck and Van Egmond found:

> The teacher, as a social-emotional leader, had an effect on the academic performances of both boys and girls which was independent to a significant degree from the effects of parents and peers.

They also found:

> Pupils with more compatible relations with teachers perform at a higher level academically than those with less compatible relations. (1965)

How directive should the teacher be in creating learning experiences for children? Flanders has conducted a series of studies indicating the teacher's methods influence both the pupil's orientation toward learning and his achievement. Flanders categorized observed behaviors of teachers as direct influence and indirect influence. Indirect influence includes "accepts and clarifies feelings; praise and encouragement; asks questions of procedure; accepts clarified student ideas; general questions." Direct influence includes "routine administration or statements unrelated to learning; gives information, opinion; gives criticism; justifies own authority." Collected observations are analyzed in an interaction matrix. Flanders' findings included the following, "...the teaching methods we have called indirect produce more achievement." "Direct influence decreases learning except when goals have initially been clarified and made acceptable by use of indirect influence." (1962)

## References

Bateson, Gregory. "Moral and National Character." Civilian Moral. Edited by Goodwin Watson. Boston: Houghton Mifflin, 1945.

Flanders, Ned. Teacher Influence, Pupil Attitudes and Achievement. Ann Arbor, Mich.: University of Michigan, 1962.

Fox, Robert, Ronald Lippitt and Richard Schmuck. "Pupil-Teacher Adjustment and Mutual Adaptation in Creating Classroom Learning Environments." Ann Arbor, Mich.: Institute for Social Research, University of Michigan, 1964.

Jung, Charles C. "Flint Schools Experimental Program for the Emotionally Handicapped: Final Report." Ann Arbor, Mich.: Institute for Social Research, University of Michigan, 1964.

Lippitt, Ronald. "Unplanned Maintenance and Planned Change in the Group Work Process." Social Work Practice. New York: Columbia University Press, 1962.

Schmuck, Richard and Elmer Van Egmond. "Sex Differences in the Relationship of Interpersonal Perceptions to Academic Performance." Psychology in the Schools. 2:32-40; January 1965.

## HANDOUT 15

## FISHBOWL TRIO ROUND ROBIN INSTRUCTIONS

One trio works in the center while the other trio forms an outer circle to observe them for the first 15 minutes. Each member of the center trio has 5 minutes to get help from his other two trio members on improving his problem statement. Members of the outer trio observe according to the instructions on Handout 16: TRIO OBSERVER GUIDES.

At the end of the first 15 minutes, the workshop leader will call time. The outer trio will report their observations of the center trio; all six will discuss the reports for 15 minutes. The workshop leader will call time again at the end of this second 15-minute period.

The trio that has been observing and reporting will move into the center for the second round. The original center trio will move to form an outer circle as they become the observers. With the trios having reversed their roles, the procedure of the first 30 minutes is now repeated.

Before beginning, all six should take a minute to look at the behaviors listed on Handout 16. These are the behaviors which observers will be watching for and reporting on.

## HANDOUT 16

## TRIO OBSERVER GUIDES

There are three observation guides below. Use a different one every 5 minutes. Coordinate with the other trio members so that each will use a different guide each 5 minutes.

### Observation Guide 1

#### Observe the helpee

Note exactly what he does and what he says.

- Is he indicating how he wants to be helped? (e.g., argue with me, ask me questions, tell me what you have heard)
- Is he being clear?
- Is he letting helper know what he wants in the way of help?
- Is he letting the helper know when he has been helped? When he has not been helped? In what ways he has been helped?

### Observation Guide 2

#### Observe the helper

Note exactly what he does and what he says.

- Is he paraphrasing?
- Is he asking for clarification and illustrations?
- Is he asking helpee to be more specific?
- Is he letting helpee know when he is getting things clearly?
- Is he directing and redirecting analysis by the helpee rather than doing the job for him?
- Is he being supportive not just "being nice"?

### Observation Guide 3

#### Observe interaction

Note exactly what they do and what they say.

- Note when either helpee or helper does or says things that cause the other to become more active and involved.
- Note things that cause either person to become less active or withdrawn.
- Notice verbal and nonverbal clues helping or hindering.
- Are they following each other or are they jumping from one thing to another?

## HANDOUT 17

## ASSESSMENT OF SUBSET III: USING RESEARCH ABOUT THE CLASSROOM

1. The norm which is termed "pluralistic ignorance" is illustrated by the following example. (check one)

    ____ A teacher who is not aware of the pluralism of individual differences among her children

    ____ A classroom in which the children are ignorant about the expectations they have of each other

    ____ A classroom where pupils perceive each other as against active cooperation with the teacher while each privately desires it

2. A good helper behavior should: (check one)

    ____ Take over when the helpee gets stuck

    ____ Support the helpee by being "nice" at all times

    ____ Ask the helpee to be more specific

3. A good helpee behavior should: (check one)

    ____ Have the helper show you what to do

    ____ Avoid arguments with the helper

    ____ Let the helper know when he has and has not been helpful

(The last alternative is the best answer to each of these three questions.)

## SUBSET IV:
## DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

75 minutes

### PURPOSE

The activities of Subset IV are designed:

To provide an opportunity to study and practice the principles and techniques of the force field method of diagnosis

To make an initial presentation of the RUPS model

### OBJECTIVES

Given Handout 19, "The Force Field Diagnostic Technique," the participants will produce a force field for Mrs. Jones's problem and compare Mrs. Jones's force field with theirs.

Given a model of the Research Utilizing Problem Solving process and a case study in which RUPS is utilized, participants will review how they are applying the model in "helping Mrs. Jones."

### LEADER PREPARATION

1. Newsprint sheet (N9) should be ready for display.
2. Force field outline on N10 should be ready for Step 2.
3. Handout 20, "The Goal Statement and Force Field that Mrs. Jones Wrote," must be handed out to the participants by the leader at the beginning of Step 4.
4. N11, illustrating the Research Utilizing Problem Solving model, should be ready to use in Step 5.
5. Paper and pencils
6. PARTICIPANT MATERIALS

| | |
|---|---|
| Handout 18: | Agenda for Subset IV: Diagnosis Using the Force Field Technique |
| Handout 19: | The Force Field Diagnostic Technique |
| Handout 20: | The Goal Statement and Force Field that Mrs. Jones Wrote (BLUE) |
| Handout 21: | Research Utilizing Problem Solving Model |
| Handout 22: | A Case Study of the Research Utilizing Problem Solving Process |
| Handout 23: | Assessment of Subset IV: Diagnosis Using the Force Field Technique |

## SUBSET IV

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset IV | 5 | This exercise is intended to structure appropriate expectations. |
| 2. Learn the force field diagnostic technique | 20 | Using a neutral problem and goal statement to explain the force field method of diagnosis increases the ability of the participants to concentrate on the processes required for writing a force field. It also is easy for participants to identify forces for and against the goal of reducing an individual's smoking. |
| 3. Write a force field for Mrs. Jones's problem | 10 | Writing a force field for Mrs. Jones's problem will give immediate application of the force field technique to the participants' problem statement. |
| 4. Discuss Mrs. Jones's force field | 10 | Comparing Mrs. Jones's force field with their own product will furnish a basis for returning to the simulation as a reference for moving ahead. |
| 5. Study the Research Utilizing Problem Solving model | 10 | Presenting the RUPS model at this point will have more meaning than if presented earlier. Participants can now identify themselves in the model as they have begun to work with Mrs. Jones. It is important for participants to get the model in mind as they continue in the workshop. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H18, N9 | 1. Refer to the agenda on N9 which you have prepared and posted. Explain the schedule for Subset IV using H18. |
| H19, N10 | 2. Illustrate the force field diagnostic technique by referring to the diagram on N10. Ask participants to give you forces for and against stopping smoking and write these on the newsprint sheet. Refer to H19. Tell participants it contains all the instructions they will need to use the force field diagnostic technique. Ask them to read H19 and to follow the instructions. |
|  | 3. Instruct the participants to individually write a force field for Mrs. Jones's problem. Tell them Mrs. Jones and the children are important only as a way to practice problem solving skills. The force field the participants write is important only as an exercise to practice the skill. |
| H20 | 4. Hand out H20 and instruct the participants to form their groups of six to discuss their own and Mrs. Jones's force fields. Tell them Mrs. Jones's force field is her first try and should not be considered "correct." Explain that they have probably done a better job. Tell them to look for similarities and differences in their own and Mrs. Jones's force fields and to discuss them for a few minutes. Note this paper will be used again. |
| H21, N11 | 5. Refer to the Research Utilizing Problem Solving (RUPS) model, H21, using N11. Stress the fact that the problem solving process in the model is circular. Explain that the process may be entered at any point. Say that the flow of the process can go in any direction--top to bottom, bottom to top, right to left, left to right, and so forth. Pay special attention to the fact that this problem solving model gives serious attention to the need for and use of knowledge of different kinds. Refer to the columns of kinds of knowledge listed on each side of the list of the steps in the problem solving process. Reinforce the team-building skills in dimension of this training. |

SUBSET IV (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 6. Read a case study | 15 | Presenting a case study utilizing the RUPS model provides an overview of the model that the participants can grasp quickly. |
| 7. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

77

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H22 | 6. Explain that H22 is a case study of the research utilizing problem solving process diagramed on N11 and H21. Tell the participants to read the case study at this time. Tell them it is used throughout the diagnosis of the situation and the planning for action in subsequent steps, and thus goes beyond the steps which have been covered to this point. |
| H23 | 7. Give participants time to answer individually the questions on H23. |

# NEWSPRINT SHEET N9

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset IV, Step 1)

## AGENDA FOR SUBSET IV: DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

1. Introduction to Subset IV agenda
2. Learn the force field diagnostic technique
3. Write a force field for Mrs. Jones's problem
4. Discuss Mrs. Jones's force field
5. Study the Research Utilizing Problem Solving model
6. Read a case study of the problem solving process
7. Assessment

# HANDOUT 18

## AGENDA FOR SUBSET IV: DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

**Purpose:** To provide an opportunity to study and practice the principles and techniques of the force field method of diagnosis. To make an initial presentation of the RUPS model.

**Objectives:** Given Handout 19, "The Force Field Diagnostic Technique," the participants will produce a force field for Mrs. Jones's problem and compare Mrs. Jones's force field with theirs. Given a model of the Research Utilizing Problem Solving (RUPS) process, and a case study in which it is utilized, participants will review how they are applying the model in "helping Mrs. Jones."

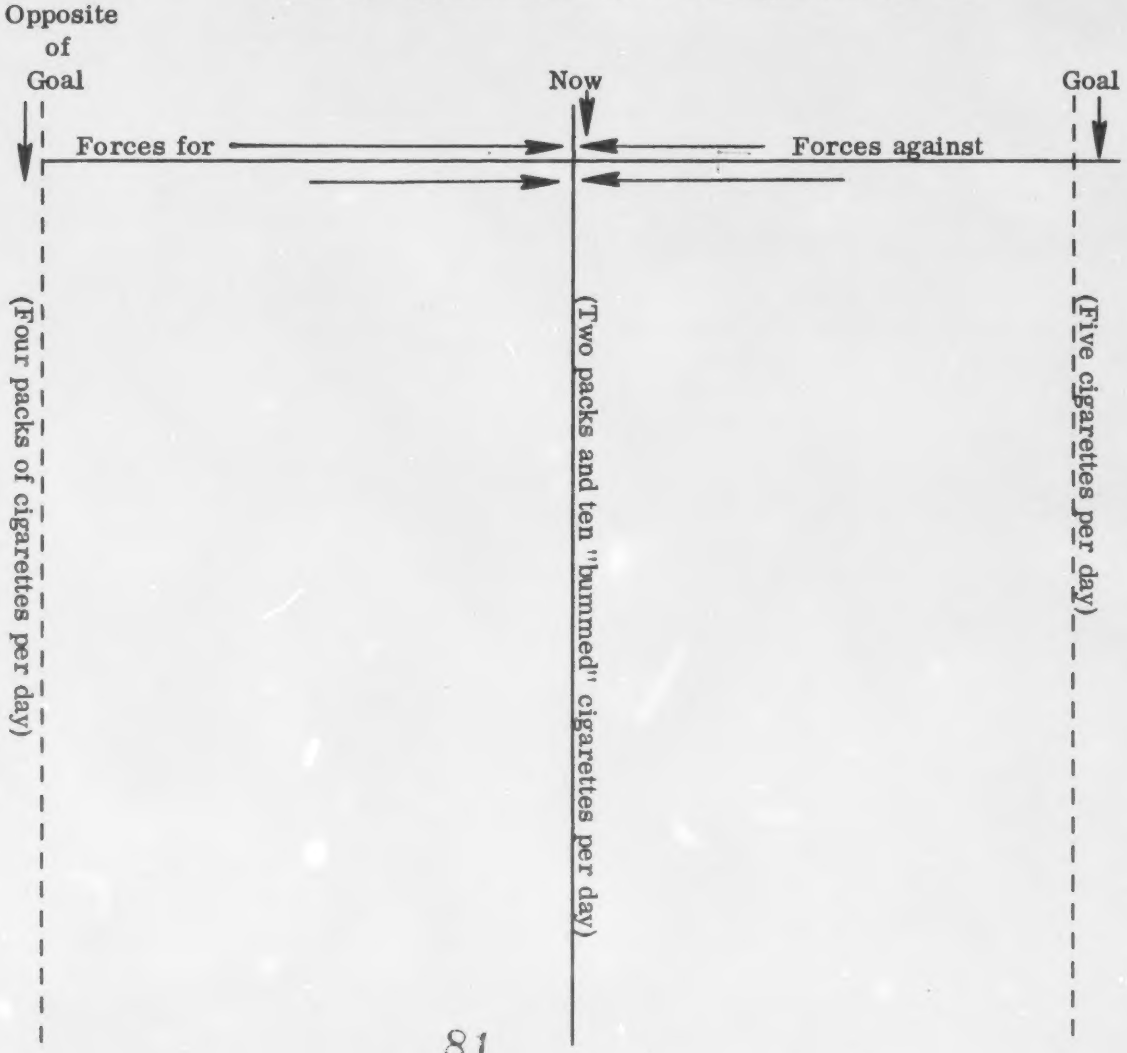
**Steps:**

1. Introduction to Subset IV agenda
2. Learn the force field diagnostic technique
3. Write a force field for Mrs. Jones's problem
4. Discuss Mrs. Jones's force field
5. Study the Research Utilizing Problem Solving model
6. Read a case study of the problem solving process
7. Assessment

## NEWSPRINT SHEET N10

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset IV, Step 2.
Write and number the forces supplied by participants.)

PROBLEM: I'm causing myself a problem by smoking too much. I seem to have a conflict about setting a goal for a limited amount of smoking. I want to reduce my smoking from two packs and ten "bummed" cigarettes per day to five cigarettes per day.


Opposite of Goal
Now
Goal
Forces for
Forces against
(Four packs of cigarettes per day)
(Two packs and ten "bummed" cigarettes per day)
(Five cigarettes per day)

## HANDOUT 19

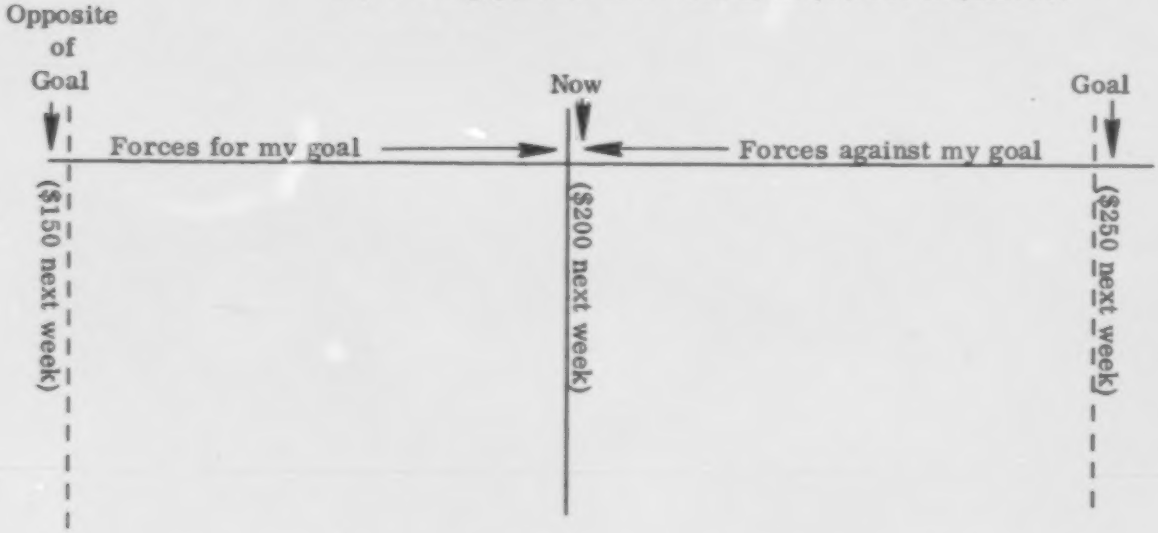
## THE FORCE FIELD DIAGNOSTIC TECHNIQUE

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation is the way it is at any given moment because sets of counterbalancing forces are keeping it that way.

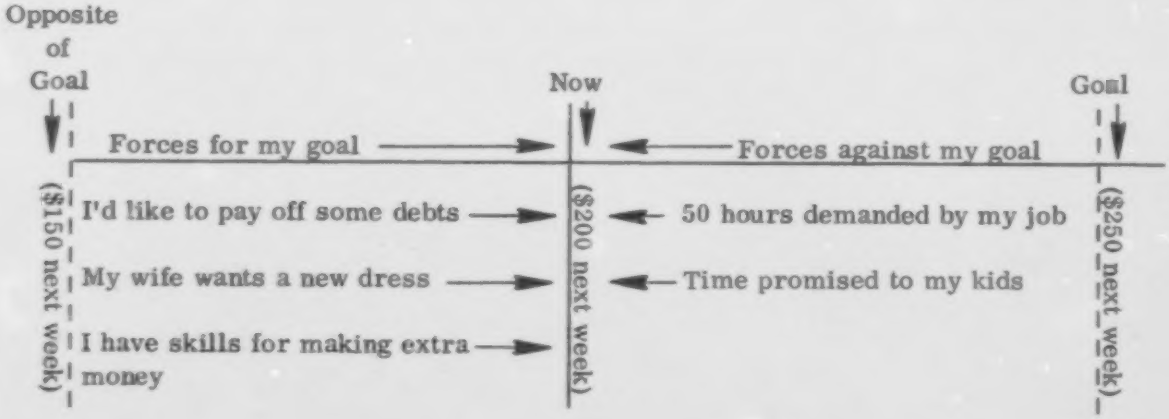
For example, let's look at the amount of money I am apt to earn next week. Let's say it is apt to be about $200.00. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than $200.00 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids. There is also a possibility that forces might cause me to earn less than $200.00 a week. My extra work might cause me to become seriously ill and have to miss my regular job, thus reducing my income.

In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right hand side of the page which represents how you would like things to be. For example, if I wanted to earn $250.00 next week instead of my usual $200.00, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200.00 to $250.00.

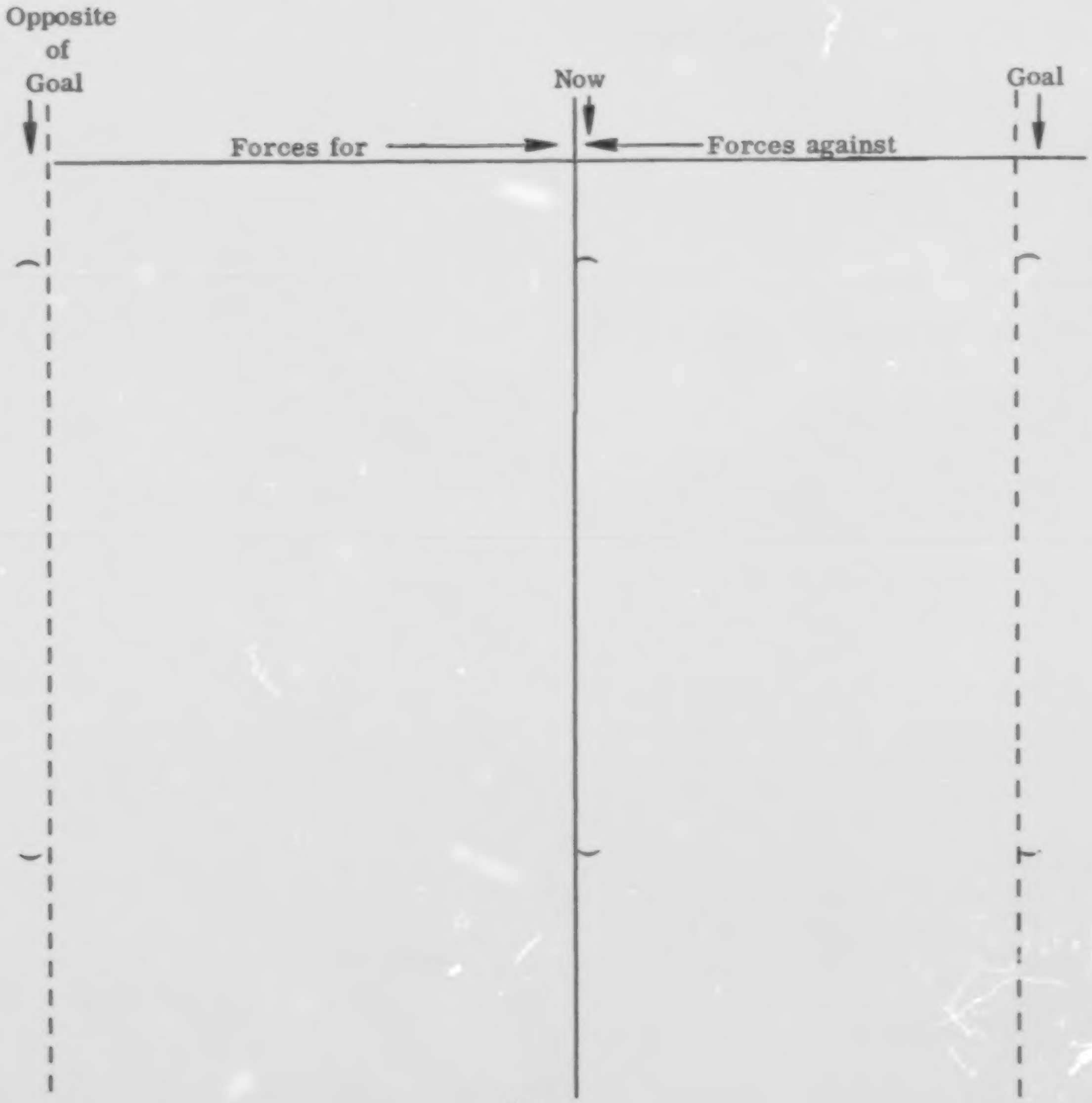

Opposite of Goal
Now
Goal
Forces for my goal
Forces against my goal
($150 next week)
($200 next week)
($250 next week)

Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal. I write down forces pushing against movement toward my goal on the right side of the center line.


Opposite of Goal
Now
Goal
Forces for my goal
Forces against my goal
($150 next week)
($200 next week)
($250 next week)
I'd like to pay off some debts
My wife wants a new dress
I have skills for making extra money
50 hours demanded by my job
Time promised to my kids

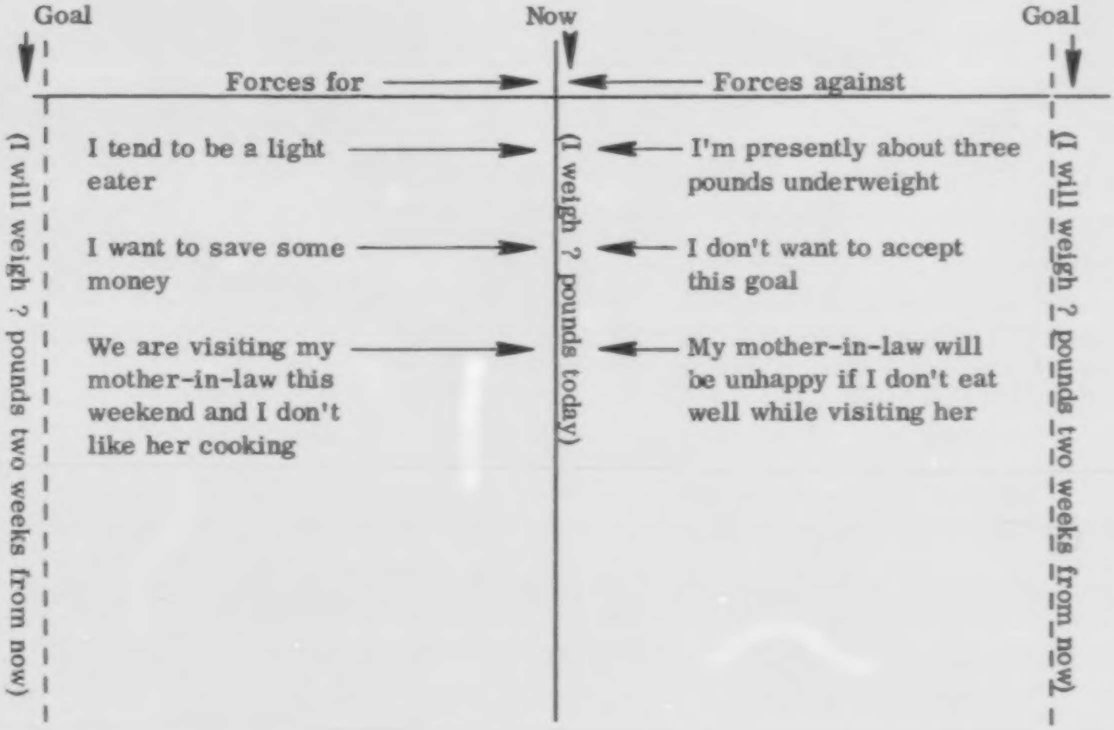
Now you try an example. Suppose you accept a goal of losing five pounds during the next two weeks. Write out a force field for this goal below. Write out a problem statement, the forces for and the forces against. Then go to the next page of this handout.

Problem Statement:


Opposite of Goal
Now
Goal
Forces for
Forces against

Your force field on losing five pounds during the next two weeks should look something like the following illustration.

Problem Statement: You set a goal for me to lose five pounds during the next two weeks.



Opposite of Goal

Now

Goal

Forces for

Forces against

(I will weigh ? pounds two weeks from now)

(I weigh ? pounds today)

(I will weigh ? pounds two weeks from now)

I tend to be a light eater → ← I'm presently about three pounds underweight

I want to save some money → ← I don't want to accept this goal

We are visiting my mother-in-law this weekend and I don't like her cooking → ← My mother-in-law will be unhappy if I don't eat well while visiting her

Of course, the forces you wrote down are apt to differ from the ones in this illustration. The important thing is that you understand the technique. Here are some guidelines to help make the force field diagnostic technique a powerful one.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." Forces are stated most helpfully when

they are written so that someone else reading them would know who to go to and what to ask in order to get a fuller understanding of what is involved in each force.

2. Try to state discrete forces rather than global ones. A force often can be broken down into further subparts. For example, a force such as "I find it hard to lose weight," might break down to three more discrete forces as follows:

   "I get a headache when I skip a meal"

   "My wife often serves rich desserts"

   "Television ads get me thinking about eating in the evening"

   Sometimes, you can think of ways to break down a force into more discrete subparts by considering the forces for and against changing a force that you are considering!

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in each of the following:

   Yourself: "I get a headache when I skip a meal"

   Other Individuals: "My wife often serves rich desserts"

   Groups: "We often share materials in our department"

   Organizations: "The district gives salary credit for this training"

   Society: "Television ads get me thinking about eating"

## HANDOUT 20

## THE GOAL STATEMENT AND FORCE FIELD THAT MRS. JONES WROTE

Mrs. Jones, a fifth grade teacher, has asked for your help. She said:

> The group this year just can't seem to get going. It isn't a matter of intelligence, they just don't seem to want to work. For some reason or other, they're dragging their heels all the way and I don't know how to lead them. I want to do something, but I don't know where to begin. What can I do?

According to this statement, the teacher has the problem. She is the one who is "feeling the pain," so to speak. As she sees it, the problem is caused by her classroom group, which apparently does not want to learn. The way she states it, the type of problem might be a disagreement about goals: the teacher wants higher goals than the children. The teacher's improvement goal is for the children to "be more active learners."

All of this information is quite vague, so you decided to start helping Mrs. Jones by acquainting her with the force field diagnostic technique. She then began to work out a force field on her problem.

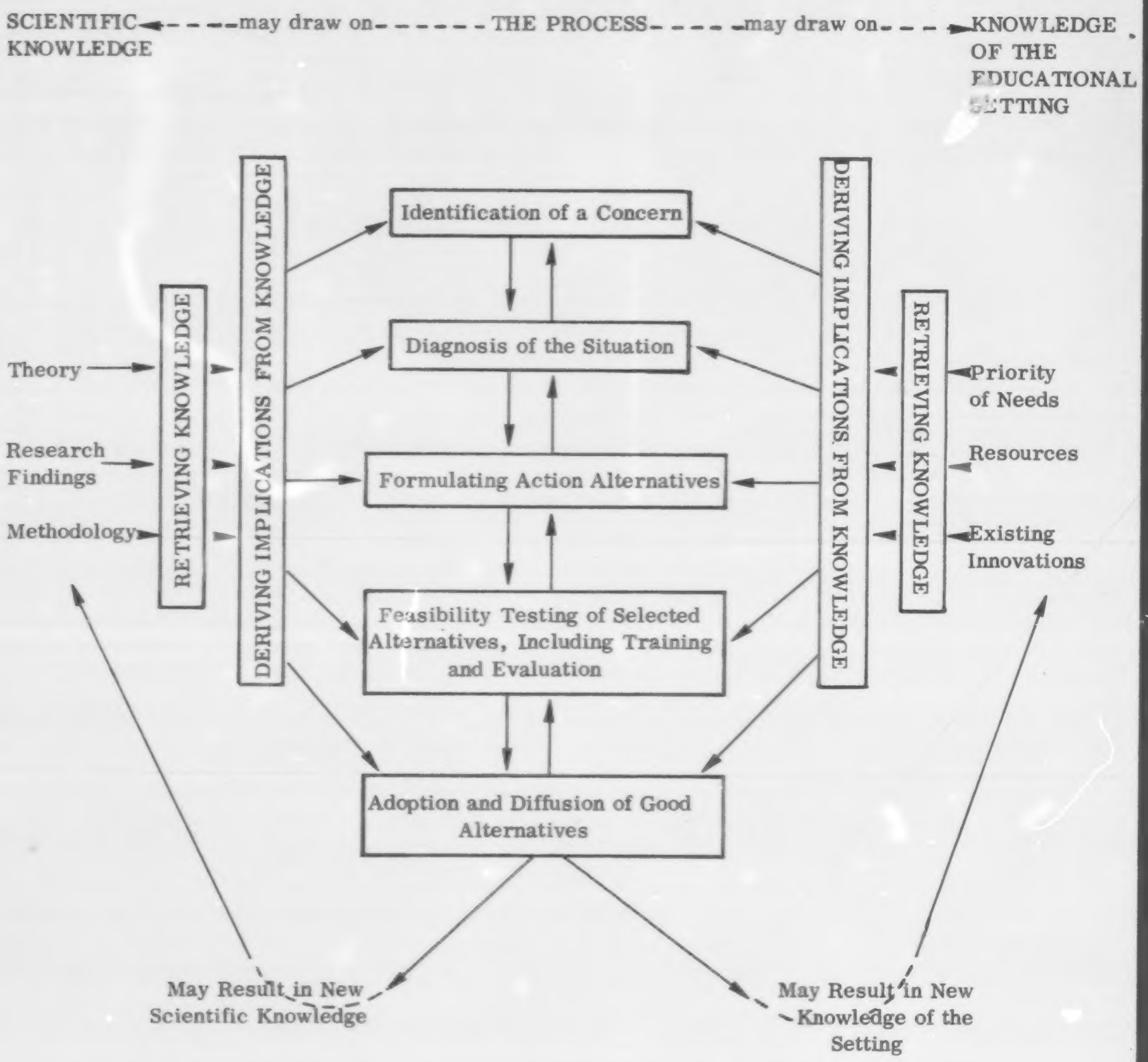
The following page gives the goal statement and force field that Mrs. Jones wrote.

**Improvement Goal:** To help some of the children in my classroom become more active learners.

| Forces for → | NOW | ← Forces against |
|---|---|---|
| I want them to be more active → | (Children do not seem to want to learn) | ← Some act like they don't care about learning |
| I see myself as responsible to help them to be active learners → | | ← Some seem to block others from learning |
| They are an intelligent group → | | ← I don't have enough information to know where to begin |
| Some of the children are active learners → | | ← I am not as strict as some of the teachers the children have had |
| I have good rapport with some → | | ← Some seem to fight me most of the way |
| The testing program indicates no one in the group has unusually low intelligence → | | |

## HANDOUT 21

## RESEARCH UTILIZING PROBLEM SOLVING MODEL *


SCIENTIFIC KNOWLEDGE
may draw on
THE PROCESS
may draw on
KNOWLEDGE OF THE EDUCATIONAL SETTING
Theory
Research Findings
Methodology
RETRIEVING KNOWLEDGE
DERIVING IMPLICATIONS FROM KNOWLEDGE
Identification of a Concern
Diagnosis of the Situation
Formulating Action Alternatives
Feasibility Testing of Selected Alternatives, Including Training and Evaluation
Adoption and Diffusion of Good Alternatives
DERIVING IMPLICATIONS FROM KNOWLEDGE
RETRIEVING KNOWLEDGE
Priority of Needs
Resources
Existing Innovations
May Result in New Scientific Knowledge
May Result in New Knowledge of the Setting

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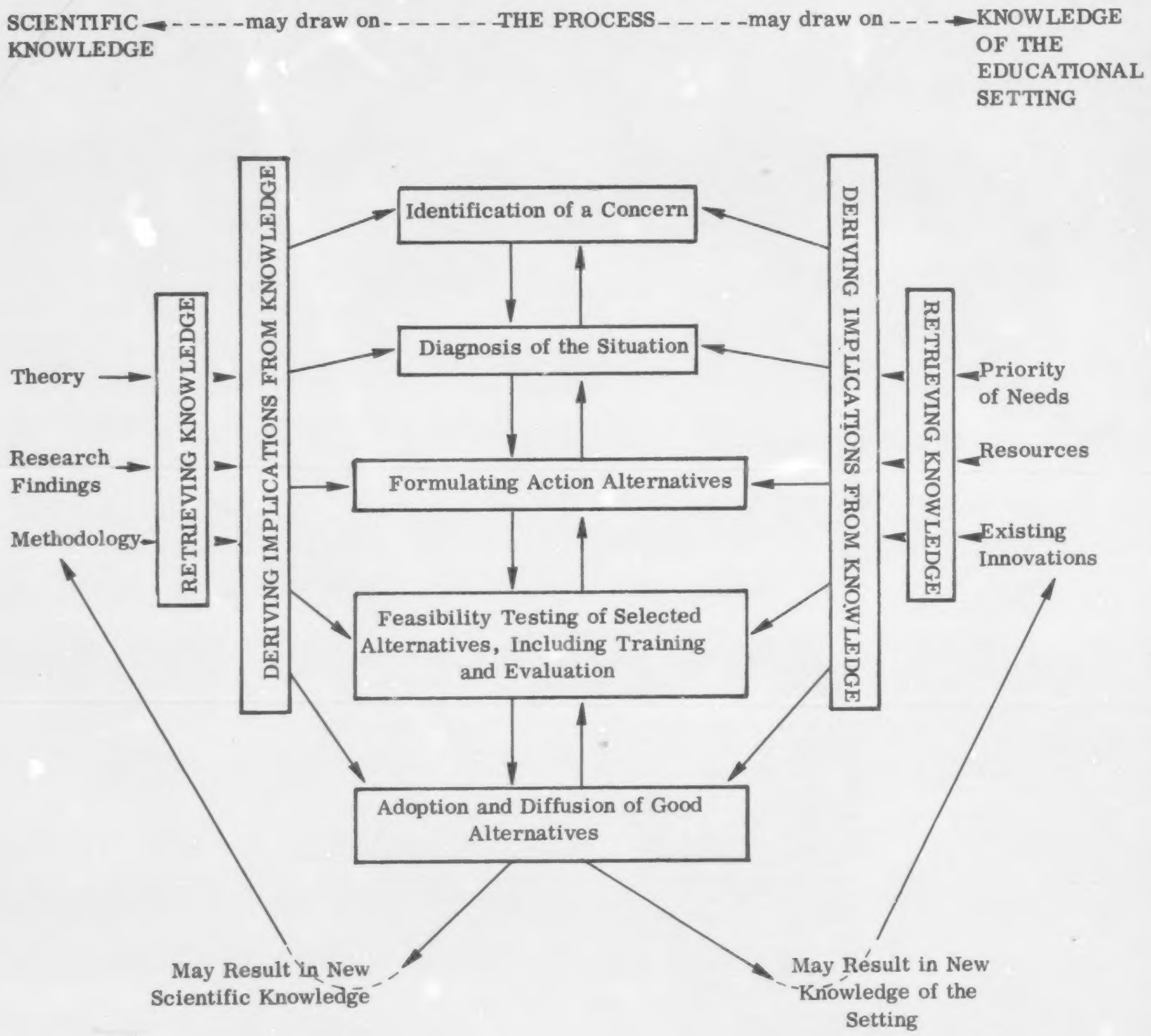
*Jung, Charles and Ronald Lippitt. "The Study of Change as a Concept--in Research Utilization." Theory Into Practice. 5:25-29; February 1966.

## NEWSPRINT SHEET N11

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset IV, Step 5)

## RESEARCH UTILIZING PROBLEM SOLVING MODEL *


SCIENTIFIC KNOWLEDGE
may draw on
THE PROCESS
may draw on
KNOWLEDGE OF THE EDUCATIONAL SETTING
Identification of a Concern
Diagnosis of the Situation
Formulating Action Alternatives
Feasibility Testing of Selected Alternatives, Including Training and Evaluation
Adoption and Diffusion of Good Alternatives
Theory
Research Findings
Methodology
RETRIEVING KNOWLEDGE
DERIVING IMPLICATIONS FROM KNOWLEDGE
DERIVING IMPLICATIONS FROM KNOWLEDGE
RETRIEVING KNOWLEDGE
Priority of Needs
Resources
Existing Innovations
May Result in New Scientific Knowledge
May Result in New Knowledge of the Setting

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*Jung, Charles and Ronald Lippitt. "The Study of Change as a Concept--in Research Utilization." Theory Into Practice. 5:25-29; February 1966.

## HANDOUT 22

## A CASE STUDY OF THE RESEARCH UTILIZING PROBLEM SOLVING PROCESS

Suppose that a teacher came to you and said, "The group of children that I'm working with this year is very difficult. There is one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this teacher in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor naturally would conduct a careful diagnostic examination before even considering what action to take.

In both of these problem situations, someone has jumped directly from a problem to considering a plan of action. The real problem in both cases is that several important steps in the problem solving process have been omitted. This paper will review those steps and give particular attention to the force field technique of diagnosing a problem.

### Action-Research Steps of Problem Solving

1. Identifying the Problem: Who is causing it and who is affected by it? What specific goals would be needed to resolve it? What kind of a problem is it? For example:

| | |
|---|---|
| SELF: | Conflict of values and attitudes; my lack of skills; my inability to express feelings; a different perception |

| | |
|---|---|
| OTHER: | Lack of understanding or skills; unwillingness to use his resources; conflict about values and attitudes |
| ORGANIZATIONS: | Lack of communication channels, scheduled time and resources; lack of clarity about membership roles and norms; power conflicts in decision making; lack of support for innovation |
| SOCIETY: | Conflict between community and school values; lack of clarity about goals; other structures in conflict with school structures |

What sources from research information would be needed to define more clearly the type of problem and the validity of goal solution?

2. Diagnosing the Problem Situation: Once the problem has been clearly stated in terms of goals to be attained, one should identify the forces operating in the situation which tend to push toward or against a particular goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate. New goals must be stated and new forces identified repeatedly as one works toward resolving the problem. Diagnosis is a continuous part of problem solving.

3. Considering Action Alternatives: As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal?

How will the forces operate to influence the success or failure of a trial of a particular action alternative?

4. Trying Out an Action Plan: At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This includes discovery of the forces that are changing to understand what is accounting for movement, or the lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It also may identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of inservice training closely related to any action program.

5. Diffusion and Adaptation: Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: a clear, specific problem statement; the forces involved in the problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tried to their own diagnoses of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes that would make them work. Decisions are made on the basis of peoples' ability to argue, or on the status of their positions, rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared because people don't know what to tell or what to ask.

There are probably several reasons why good diagnostic work is not carried out very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probable opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethoscope, views with his x-ray machine and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with tools developed by social scientists to gather relevant diagnostic data. These include sensitivity to feelings, inner values and attitudes; ways to learn of the perceptions people have of each other; and the norms which operate in groups to influence the behavior of the individuals in them.

An especially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of the importance and satisfaction of such an effort. Spending time gathering information, thinking about it and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or in carrying out administrative details.

## Force Field Technique for Diagnosing a Problem

To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique. Mr. Smith is a youth worker who states his problem as follows:

> As an adult working with a group of youth, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal for the group of becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

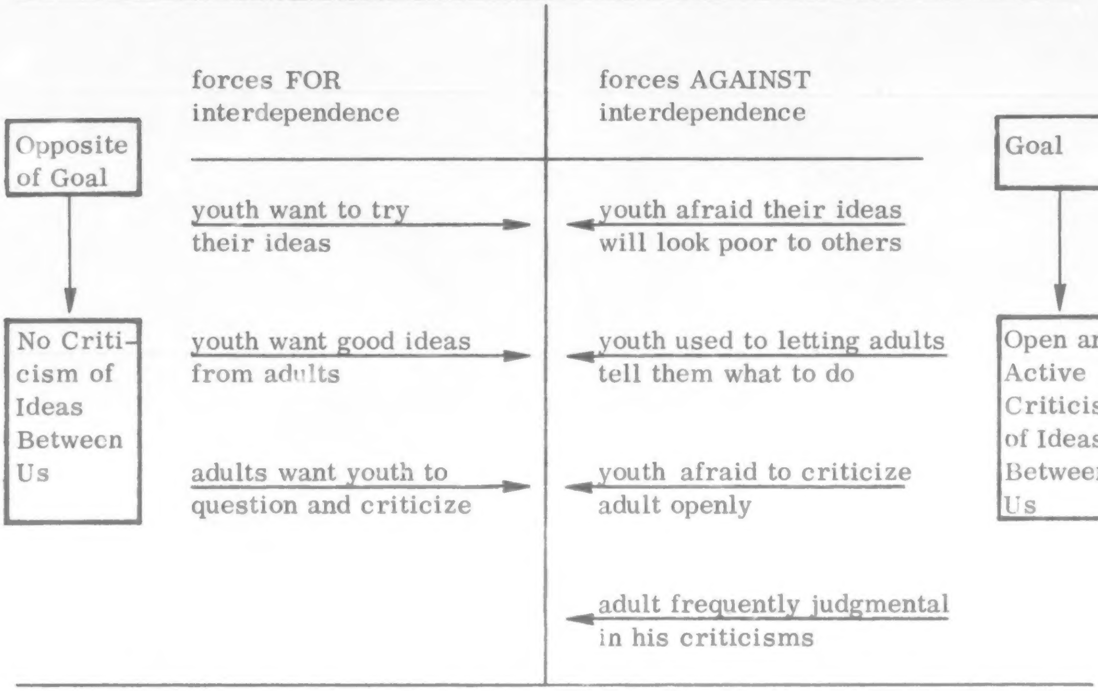
Mr. Smith now is ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He then draws a horizontal line across the top. On the left side of the line he writes the words "forces for interdependence." On the right side he writes "forces against interdependence." In the right margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me." In the left margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me."

Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to open and active criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward open and active criticism and an equal set of forces pushing from the right against openness and activeness. If the forces on the left become stronger while those on the right stay the same or get weaker, the line will move toward the right--toward more openness and activeness. Mr. Smith now must write out what he believes to be the important forces operating in this situation.

Diagram I presents his first effort at writing out the force field.

DIAGRAM I

Force Field No. 1 - Interdependence Between the Group and Me


forces FOR interdependence
forces AGAINST interdependence
Opposite of Goal
No Criticism of Ideas Between Us
Goal
Open and Active Criticism of Ideas Between Us
youth want to try their ideas
youth afraid their ideas will look poor to others
youth want good ideas from adults
youth used to letting adults tell them what to do
adults want youth to question and criticize
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms

Mr. Smith wasn't very satisfied with his first effort to draw the force field. He suspected there were additional forces other than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he had recently suggested. He especially asked them to share their reactions. However, they seemed reserved about giving them. Later, one of them told him privately, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

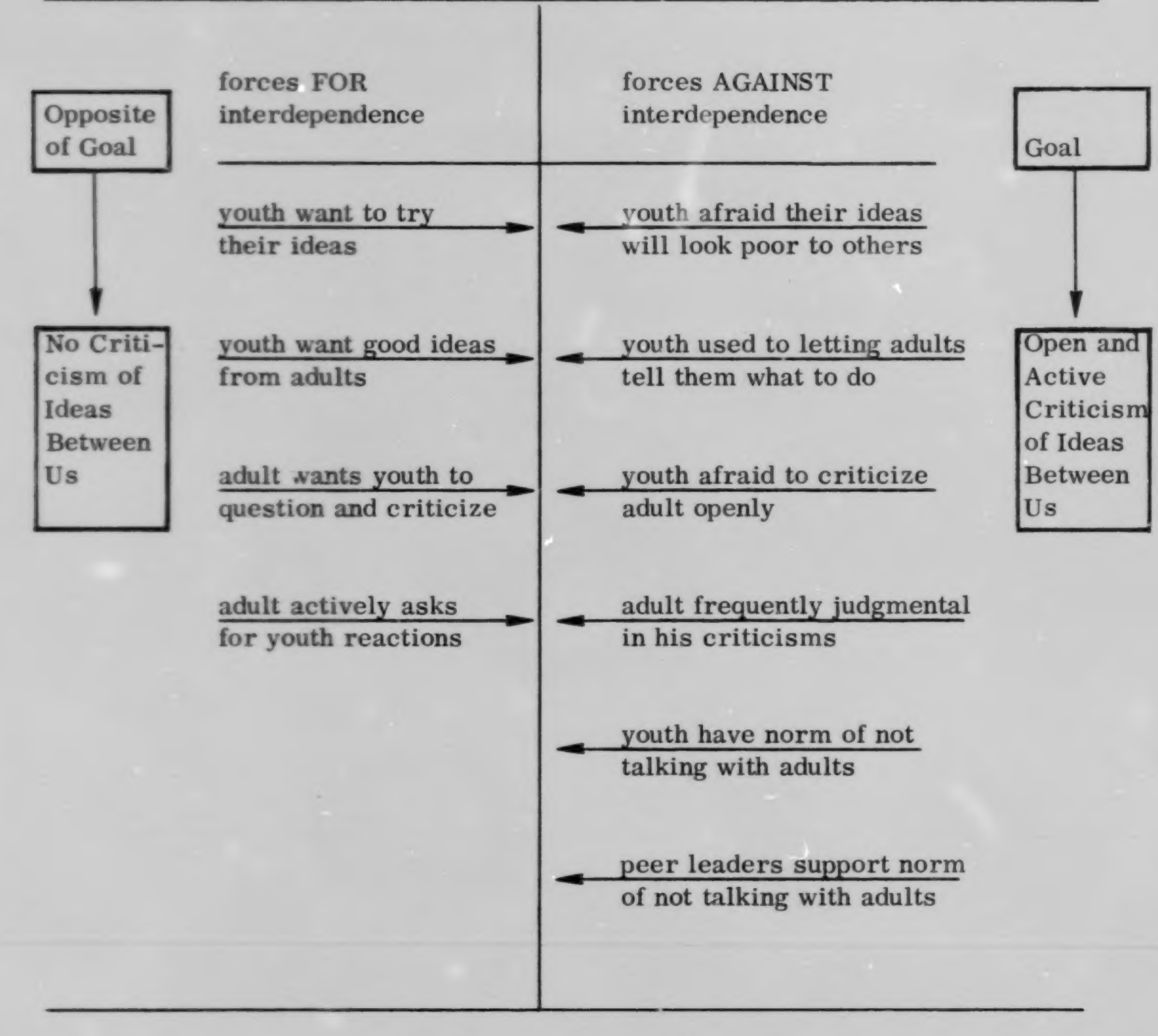
Mr. Smith believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way that would be seen as "apple polishing." This norm appeared to be an important "force against." He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group.

In Diagram II, on page 86, Mr. Smith has added these three forces to the force field.

After adding these forces he began to do three more things with his force field. First, he ranked all of the forces in terms of how important he thought they were in trying to change the situation. He put a number 1 by that force field which he believed would yield the most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second

DIAGRAM II

Force Field No. 2 - Interdependence Between the Group and Me

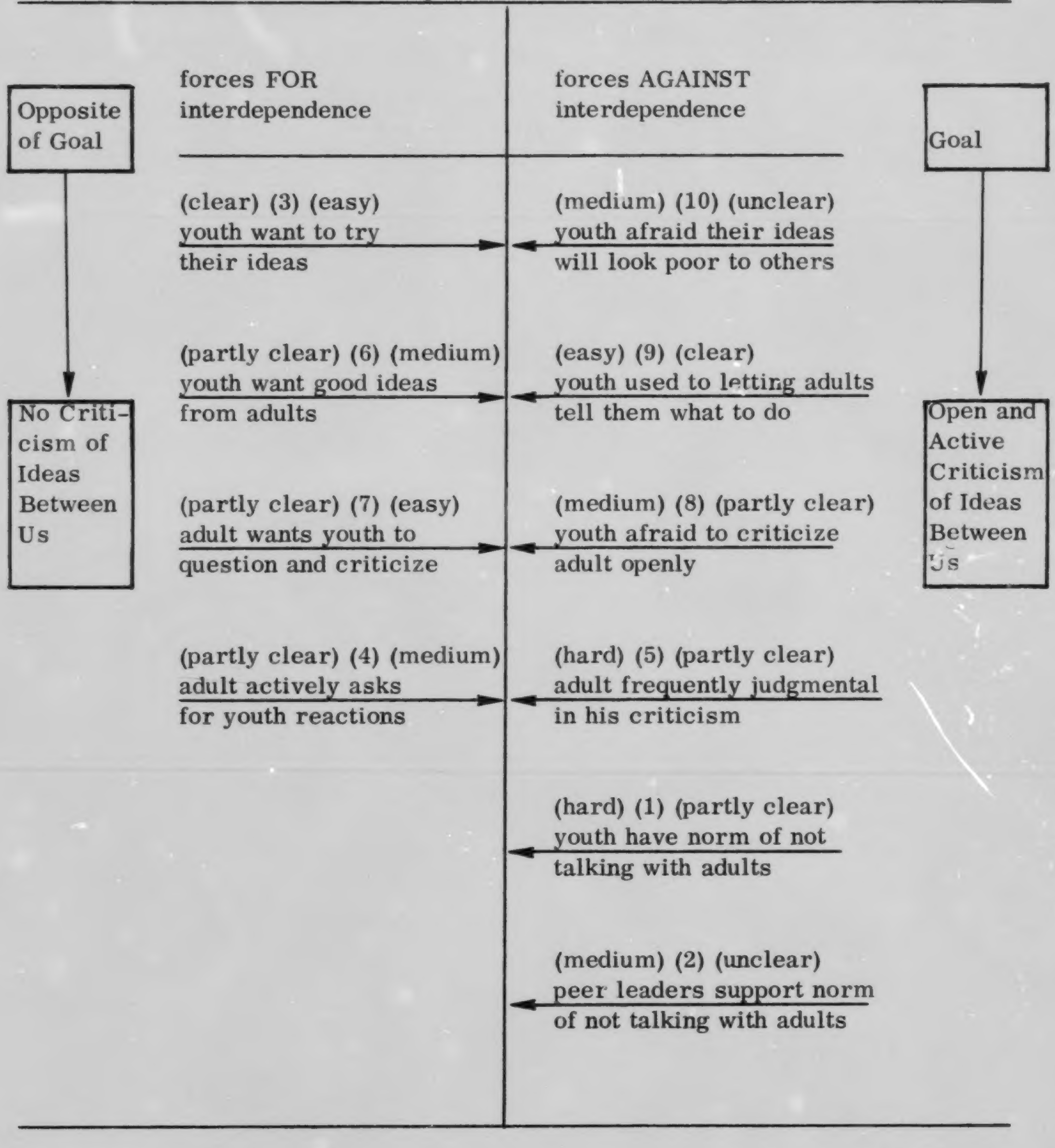

Opposite of Goal
No Criticism of Ideas Between Us
forces FOR interdependence
youth want to try their ideas
youth want good ideas from adults
adult wants youth to question and criticize
adult actively asks for youth reactions
forces AGAINST interdependence
youth afraid their ideas will look poor to others
youth used to letting adults tell them what to do
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms
youth have norm of not talking with adults
peer leaders support norm of not talking with adults
Goal
Open and Active Criticism of Ideas Between Us

greatest amount of movement if changed, and so forth. Second, he rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium or easy. Third, he again rated each force, this time in terms of how clear he was about whether it really was a force. Was he just imagining it to be a force, or was it really operating? He labeled each force as clear, partly clear, unclear.

Diagram III presents Mr. Smith's force field as he ranked and rated the forces he discovered.

DIAGRAM III

Force Field No. 3 - Interdependence Between the Group and Me


Opposite of Goal
No Criticism of Ideas Between Us
forces FOR interdependence
(clear) (3) (easy) youth want to try their ideas
(partly clear) (6) (medium) youth want good ideas from adults
(partly clear) (7) (easy) adult wants youth to question and criticize
(partly clear) (4) (medium) adult actively asks for youth reactions
forces AGAINST interdependence
(medium) (10) (unclear) youth afraid their ideas will look poor to others
(easy) (9) (clear) youth used to letting adults tell them what to do
(medium) (8) (partly clear) youth afraid to criticize adult openly
(hard) (5) (partly clear) adult frequently judgmental in his criticism
(hard) (1) (partly clear) youth have norm of not talking with adults
(medium) (2) (unclear) peer leaders support norm of not talking with adults
Goal
Open and Active Criticism of Ideas Between Us

Now, Mr. Smith had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Smith also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth to determine the force fields turned out to be an action plan in itself which proved helpful. Mr. Smith found the group changing in the direction of his goal.

At the end of several weeks, Mr. Smith found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts that he and the youth had worked out. Most exciting to Mr. Smith was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group and evaluating the reasons for success and failure.

## Summary

A person applying the force field technique in diagnosing a problem and/or deriving the most appropriate solution will have completed the following process steps:

1. Identified a problem/goal
2. Stated a problem applying all criteria
3. Listed forces for and against in proper form
4. Ranked forces in numerical scales as to importance
5. Rated forces as to resistance to change and clarity of evidence
6. Gathered data about problem
7. Evaluated data and derived other forces, etc.
8. Derived and stated appropriate solution strategy
9. Evaluated solution effectiveness

## Summary for Criteria of Ranking and Rating

### Ranking:

A. Importance is defined as significance. How important or significant is a force in yielding the most movement toward the goals?

### Rating:

A. Strength refers to resistance to change. How easy or hard would it be to change that force? Is it hard, medium or easy?

B. Clarity refers to evidence. What evidence is there that it is a force? How clear is it to me that it is a force?

## HANDOUT 23

## ASSESSMENT OF SUBSET IV: DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

1. When writing a force field, the line down the center of the page represents: (check one)

____ The way things are now

____ A way to keep your lists of forces separated

____ The goal that you wish to achieve

2. Forces are stated most helpfully when: (check one)

____ They make specific who to go to and what to ask if you want to gain a fuller understanding

____ They indicate the actions which need to be taken in order to change the situation

____ They clearly evaluate all of the factors involved in the situation

Answers:

1. When writing a force field, the line down the center of the page represents: (check one)

(right) The way things are now

(wrong) A way to keep your lists of forces separated
(It's not just a divider for two lists of opposing forces. It represents an identifiable condition that you wish to change such as, "I weigh 243 pounds now.")

(wrong) The goal that you wish to achieve
(Your goal is represented by the dotted line down the right side of the page.)

2. Forces are stated most helpfully when: (check one)

(right) They make specific who to go to and what to ask if you want to gain a fuller understanding

(wrong) They indicate the actions which need to be taken in order to change the situation
(Consideration of actions to take in order to change the situation comes much later. It will depend on diagnostic work using the force field technique, but statement of the forces doesn't indicate how to change them!)

(wrong) They clearly evaluate all of the factors involved in the situation
(Evaluation comes later. Stating a force clearly can be a step prior to determining ways to measure the force. Repeated measurement of forces over time can become the evaluation of a change project.)

## SUBSET V:
## DIAGNOSING TEAMWORK RELATIONSHIPS 90 minutes

### PURPOSE

The activities of this subset are designed:

> To apply the force field diagnostic technique, listening and saying skills, and helper-helpee behaviors to the exploration of teamwork relations
>
> To gather data from selves relevant to improving these relations

### OBJECTIVES

Given a prior definition of the force field technique, listening and saying behaviors, and helper-helpee behaviors, each participant will produce a force field analysis identifying forces for and against effective teamwork relations. Trio members will share these with each other and explore their validity and meaning as they experience help in interviewing their selves.

### LEADER PREPARATION

1. Newsprint sheet (N12) should be ready for display.

2. PARTICIPANT MATERIALS

| | |
|---|---|
| Handout 24: | Agenda for Subset V: Diagnosing Teamwork Relationships |
| Handout 25: | Diagnosing Teamwork Relationships |
| Handout 26: | Instructions for Trio Work |
| Handout 27: | Assessment of Subset V: Diagnosing Teamwork Relationships |

SUBSET V

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset V | 5 | This step allows participants to structure appropriate expectations. |
| 2. Diagnosing teamwork relations | 15 | This gives practice in writing a force field as well as in experiencing application of this technique to interpersonal behaviors. It implies an objective approach to work on maximizing productions of teamwork. |
| 3. Instructions for trio work | 5 | Special emphasis given to instructions here is to bring out the perspective of seeing oneself as a little used source of data. |
| 4. Trio exercise on getting more data from self | 60 | This exercise provides an opportunity to experience how data from the self can be increased by letting others help you seek it. This is, in fact, a data-gathering technique, e.g., letting others help you gather data from yourself. |
| 5. Assessment | 5 | The participant is assured that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N12, H24 | 1. Review agenda on H24, referring to N12. Reinforce purpose and objectives of subset. Remind participants of the two themes of the workshop. Point out that the focus of this subset is on team-building relationships. |
| H25 | 2. Ask participants to read H25. Clarify instructions and reinforce procedure for the force field. Direct participants to work alone. |
| H26 | 3. Refer to H26. Explain that each person is to select one or two forces involved in enhancing teamwork relationships that he especially would like the other two trio members to help him talk about. Reinforce the concept of "interviewing yourself" by letting the other two help "you" get data from "yourself." Direct each participant to look at his force field and select one or two forces. |
|  | 4. Interrupt and direct trios to begin sharing. Announce that each person has 20 minutes to share and discuss his forces for and against improving teamwork relationships. |
| H27 | 5. Give participants time to answer individually the question on H27, then tell them to turn the page upside down for the answer. |

## NEWSPRINT SHEET N12

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset V, Step 1)

## AGENDA FOR SUBSET V: DIAGNOSING TEAMWORK RELATIONSHIPS

1. Introduction to Subset V agenda
2. Diagnosing teamwork relations
3. Instructions for trio work
4. Trio exercise on getting more data from self
5. Assessment

## HANDOUT 24

## AGENDA FOR SUBSET V: DIAGNOSING TEAMWORK RELATIONSHIPS

Purpose: To apply the force field diagnostic technique, listening and saying skills, and helper-helpee behaviors to the exploration of teamwork relations.

To gather data from selves relevant to improving these relations.

Objectives: Given prior definition of the force field techniques, listening and saying behaviors, and helper-helpee behaviors, each participant will produce a force field analysis identifying forces for and against effective teamwork relations.

Steps:

1. Introduction to Subset V agenda
2. Diagnosing teamwork relations
3. Instructions for trio work
4. Trio exercise on getting more data from self
5. Assessment

## HANDOUT 25

## DIAGNOSING TEAMWORK RELATIONSHIPS

During the next 15 minutes work alone. Write a force field on your teamwork relationships. Use data from your teamwork in the workshop up to this time.

As you see it now, what forces are for and what forces are against getting the most from your trio teamwork relations during the workshop?

My Goal: Enhance My Teamwork Relationships

| Forces For → | ← Forces Against |
|---|---|
| | |

You Will Share This Force Field In Your Trio.

## HANDOUT 26

## INSTRUCTIONS FOR TRIO WORK

### Preparation for trio work

1. People usually have more good data in themselves than they are aware of. In this exercise, trio members will attempt to help each member get more data from himself.

   In order to get ready for trio sharing, select one or more forces from your force field that you want to share in your trio to let the other two members help you "interview yourself." Take a few minutes to do this task.

### Trio sharing

2. You will each have 20 minutes to share your forces and get the other two persons to help you talk about them and get more data from yourself.

3. When it's your turn to "interview yourself for more data," the other two members function as helpers--paraphrasing, asking for clarification, asking questions, checking to see if helpee understands, asking helpee to paraphrase.

The workshop leader will monitor time for you.

## HANDOUT 27

## ASSESSMENT OF SUBSET V: DIAGNOSING TEAMWORK RELATIONSHIPS

1. One major force that can aid or block our trio's teamwork relationships is: (write your answer below)

(Share the answer you wrote with your trio members to get their reaction as to whether it is a force and, if so, whether it is a "major" force.)

# SUBSET VI:
# FORCE FIELD ANALYSIS AND DATA GATHERING

125 minutes

## PURPOSE

The activities of this subset are designed:

To give an opportunity to study and practice principles and techniques of force field analysis

To give an opportunity to study and practice principles and techniques of data gathering

## OBJECTIVES

Given Handout 29, "The Force Field Analysis," the participants will produce a force field analysis for Mrs. Jones by ranking and rating her forces.

Given Handout 31, "Ideas for Gathering Data," and Handout 32, "Creating a Data-Gathering Technique," participants will write data-gathering instruments, role play their use and critique each other's efforts.

## LEADER PREPARATION

1. Newsprint sheet (N13) should be ready for display.
2. Newsprint sheet (N14) should be ready for use in Step 2.
3. Handout 30 must be distributed at the beginning of Step 4.
4. Paper and pencils
5. PARTICIPANT MATERIALS

   Handout 28: Agenda for Subset VI: Force Field Analysis and Data Gathering
   Handout 29: The Force Field Analysis
   Handout 20: The Goal Statement and Force Field That Mrs. Jones Wrote (to be used in Step 3)
   Handout 30: Mrs. Jones's Force Field Analysis (BLUE)
   Handout 31: Ideas for Gathering Data
   Handout 32: Creating a Data-Gathering Technique
   Handout 33: Instructions for Tryout of Gathering Data
   Handout 34: Assessment of Subset VI: Force Field Analysis and Data Gathering

SUBSET VI

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset VI | 5 | This step allows participants to structure appropriate expectations. |
| 2. Analyze a force field | 15 | Using a neutral force field to explain the procedure for force field analysis increases the ability of the participants to concentrate on the process of ranking and rating, rather than the substance of what is being ranked and rated. |
| 3. Analyze Mrs. Jones's force field | 10 | Analyzing Mrs. Jones's force field will give immediate application of ranking and rating procedures. |
| 4. Discuss Mrs. Jones's force field | 10 | Comparing Mrs. Jones's force field analysis with their own product will furnish the participants with a basis for returning to the simulation as a reference for moving ahead. |
| 5. Ideas for gathering data | 10 | Studying the underlying issues and problems of preparing data-gathering instruments is an important preliminary step to moving ahead with the simulation. Support begins here for being skilled and free to adapt the kinds of instruments they will be given later as well as creating new ones of their own. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H28, N13 | 1. Refer to the agenda on H28 and listed on N13. Review the agenda for this subset. |
| H29, N14 | 2. Refer to H29. Note that the instructions in H29 for analyzing a force field are illustrated in H22, A Case Study of the RUPS Process. Allow time to read H29. Refer to N14 on which you have copied the forces they identified on N10 in Subset IV. Demonstrate the technique of ranking and rating by completing N14 in front of the group. |
| H20 | 3. Instruct the participants to write individually an analysis of Mrs. Jones's force field found on H20, received during Subset IV. Reinforce the idea that the simulation is important only as a way to practice problem solving skills. |
| H30 | 4. Hand out H30 and instruct the participants to form their groups of six to discuss their own and Mrs. Jones's force field analysis. Reinforce the norm of accepting Mrs. Jones's product as a common starting point for the next stages of work rather than as a "right" answer. Their products may be "better" than hers. |
| H31 | 5. Explain that H31 presents principles to keep in mind when gathering data and gives guidelines for some ways to get needed information. Tell the participants to read the paper at this time. |

SUBSET VI (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 6. Create a data-gathering technique | 10 | Creating a data-gathering technique and critiquing its use in role playing provides skill training and background for appreciating the instruments they will receive later in the SRA booklet. |
| 7. Practice data gathering | 60 | Creating a data-gathering technique and critiquing its use in role playing provides skill training. In addition, it provides supporting background to appreciate the work involved in creating the instruments which participants later receive in the booklet, Diagnosing Classroom Learning Environments. |
| 8. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H32 | 6. Tell the participants they will find all of the instructions required to design a way to gather information about one of Mrs. Jones's forces in H32. Tell them that in the next step they will be trying out these data-gathering methods in their trios. Have them read the paper. |
| H33 | 7. Refer to H33 as you give instructions for the trios to try out and critique each other's data-gathering instruments. Remind the participants that the one trying out his instrument must give a role assignment to the others. Explain that the critique must be based on the questions of whether the instruments will produce the kind of information needed. Tell the participants that each person will have 15 minutes for the task. Announce that you will monitor the time by giving a warning after 10 minutes and then call time after 15 minutes. |
| H34 | 8. Give the participants time to answer individually the questions on H34. |

## NEWSPRINT SHEET N13

(Copy this sample on a large sheet of newsprint
and have ready to use during Subset VI, Step 1)

### AGENDA FOR SUBSET VI: FORCE FIELD ANALYSIS AND DATA GATHERING

1. Introduction to Subset VI agenda
2. Analyze a force field
3. Analyze Mrs. Jones's force field
4. Discuss Mrs. Jones's force field analysis
5. Ideas for gathering data
6. Create a data-gathering technique
7. Practice data gathering
8. Assessment

## HANDOUT 28

## AGENDA FOR SUBSET VI: FORCE FIELD ANALYSIS AND DATA GATHERING

**Purpose:** To give an opportunity to study and practice principles and techniques of force field analysis.

To give an opportunity to study and practice principles and techniques of data gathering.

**Objectives:** Given Handout 29, "The Force Field Analysis," the participants will produce a force field analysis for Mrs. Jones by ranking and rating her forces.

Given Handout 31, "Ideas for Gathering Data," and Handout 32, "Creating a Data-Gathering Technique," participants will write data-gathering instruments, role play their use and critique each other's efforts.

**Steps:**

1. Introduction to Subset VI agenda
2. Analyze a force field
3. Analyze Mrs. Jones's force field
4. Discuss Mrs. Jones's force field analysis
5. Ideas for gathering data
6. Create a data-gathering technique
7. Practice data gathering
8. Assessment

## HANDOUT 29

## THE FORCE FIELD ANALYSIS

In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that are maintaining a situation at a given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation you are concerned with. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail. This diagnostic analysis involves three steps.

First, rank order all of the forces "for" and "against" in order of their importance. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward the goal. You would rank as number one that force which you believe, if changed, would result in most movement toward the desired goal. Force number two would be that force which you believe, if changed, would yield the second most movement toward the goal. Continue in this manner until you have rank ordered all of the forces for and against movement toward the goal.

Second, rate each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force in terms of being able to show objective data about its importance, who is involved in it and exactly how and why it is operating? Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as having objective data with which you could stand up in court and prove your case beyond a shadow of a doubt. Rate each force as to whether you are clear, partly clear or unclear about it in these terms.

Third, look at the combination of ranking and rating which you have done. Forces which you have given a high ranking of importance, but are unclear about, are obvious candidates for further exploration. Your ranking and rating analysis tells you where more data is needed for diagnosing the problem situation.

You might wish to refer back to Handout 22 to see an illustration of this analysis process applied to diagnostic work. Note that the case study includes rating forces as hard, medium or easy for resistance to change. This step comes in the problem solving stage of analyzing action alternatives, which has not yet been presented to you.

# NEWSPRINT SHEET N14

(Copy this sample on a large sheet of newsprint and have ready to use during Subset VI, Step 1. Note: In the center column add and number the forces for and against smoking that the participants supplied for N10. All the forces should be treated as one list. Option: Use one participant's force field on losing weight.)

| Rank Order of Importance | Goal: Reduce Amount of Smoking | Rate: Clarity | | |
|---|---|---|---|---|
| | | Clear | Partly Clear | Unclear |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| | 6. | | | |
| | 7. | | | |
| | 8. | | | |
| | 9. | | | |
| | 10. | | | |

121

## HANDOUT 30

## MRS. JONES'S FORCE FIELD ANALYSIS

| Rank Order of Importance | Goal: To help some of the children in my classroom become more active learners | Rate: Clarity Clear | Partly Clear | Unclear |
|---|---|---|---|---|
| 8 | 1. I want them to be more active | X | | |
| 9 | 2. I see myself as responsible to help them be active learners | X | | |
| 10 | 3. The testing program indicates no one in the group has unusually low intelligence | X | | |
| 6 | 4. Some of the children are active learners | | X | |
| 7 | 5. I have good rapport with some | | X | |
| 2 | 6. Some act like they don't care about learning | | | X |
| 4 | 7. Some seem to block others from learning | | | X |
| 1 | 8. I don't have enough information to know where to begin | X | | |
| 5 | 9. I am not so strict as some teachers the children have had | | | X |
| 3 | 10. Some seem to fight me most of the time | | | X |

## HANDOUT 31

## IDEAS FOR GATHERING DATA

There are many ways of gathering data. In one sense, we are gathering data all the time by being aware of what is happening around us. Most of the things we are aware of are not really news to us. They are things we fully expected. The force field diagnostic technique can help us pick out things we want to check on more carefully. Suppose we want to know how the children feel about a particular activity or about being helpers to each other in the classroom. There are a variety of ways to gather such data. Some of these will be suggested below. Before you select one of them for any particular occasion, there are a few important questions to consider.

These are the kinds of questions that social scientists are concerned about when they gather data. You will be increasing your own data-gathering skills each time you work through these questions as part of a data-gathering effort.

1. What will be the respondents' reaction to being asked this question in this way?
2. How will I know this question has the same meaning to the respondent that it has to me?
3. Will the respondents feel free to give their own reactions, or will they be more apt to give answers that they think somebody wants to hear?
4. Is this question clear enough so a respondent will answer it the same way each time it is asked, barring some major change in the situation?

Here are some ways to gather data:

A. Written Questionnaire

| | | |
|---|---|---|
| 1. | Open-Ended Answers: | Anything from finishing a sentence to writing an essay |
| 2. | Multiple Choice: | Forced choice where you must pick only one, or free choice where you select as many as are correct for you |
| 3. | Preferred Choice: | A form of forced choice where you select the things you like best or least as compared with other things (Would you rather be a helper in reading or arithmetic ?) |
| 4. | Scaled Response: | On a five point scale where 1 is "not at all" and 5 is "very much," check how you liked the way we worked on social studies today. For younger children: Check the face that shows how you feel about our new workbooks. |

B. Interview: May be open and free-flowing, or highly structured with the questions figured out in advance and closely adhered to.

| | | |
|---|---|---|
| 1. | Total Group: | Discussion where questions are raised to see how they are responded to in the total group |
| 2. | Small Group: | A certain combination of people who are relevant are brought together for discussion |
| 3. | Key Informant: | Data is gathered from one or more individuals whom you have reason to believe can give accurate views on what the others would say |
| 4. | Each Individual: | An interview where each individual answers the questions by himself |

C. Observation: May be open-ended, e.g., subjective observations without use of instruments or specific focus, or highly structured, e.g., noting interaction patterns through some form of sociogram.

1. Individual: Observes himself.

2. Other: Individual gives observation instructions to someone else.

When selecting tools for data collection, two factors should be kept in mind:

1. The selection of one force to seek data about should be based on its probable importance. This is determined by an examination of the ranking and rating of all the forces.

2. The method by which data is gathered should be determined by considering the kind of information needed against a consideration of the possible effects of trying to get that information in a particular way.

The selection of the inquiry tool should reflect the best possible match between these two factors.

## HANDOUT 32

## CREATING A DATA-GATHERING TECHNIQUE

INSTRUCTIONS:

1. Review Mrs. Jones's Force Field Analysis (H30) and select a force about which more data would be helpful.
2. Decide where and from whom you would get the information.
3. Write the force and source of information below.

Force about which data is needed:

Source of information:

4. Write below two ways to secure the necessary information. (Refer to H31, A, B and C.)

1. ____________________

____________________

2. ____________________

____________________

5. Identify two specific questions you believe will be answered by the information you receive through the two ways you have just chosen. (These are not the questions you might ask your source of information.) Write these questions below. You will be trying out the gathering of data with your trio.

Question 1

Question 2

## HANDOUT 33

## INSTRUCTIONS FOR TRYOUT OF GATHERING DATA

Each member of the trio will have 15 minutes to try out his data-gathering techniques and critique them with the other two trio members.

When it's your turn for a tryout:

1. Tell the other two trio members the kind of group from whom you are seeking data, (e.g., Mrs. Jones, the children in Mrs. Jones's room, the principal, parents of the children, the teacher they had last year, etc.).

2. Tell them the two data-gathering techniques you are using, (e.g., "I'm having the children each write an open-ended response to the question, 'Do you--etc.'" or "I'm observing Mrs. Jones for 30 minutes as she and the children--etc.").

3. The other two members of your trio are then to tell you what the information was that you collected, (e.g., "The range of answers you got to that question can be summed up as follows: About half of the girls in the class said--etc." or "During that half hour, you observed that the response of the children to Mrs. Jones when she--etc."). In other words, the other two members will invent these answers for the purpose of this exercise. These answers are to apply only to this exercise and are not to be referred to again in later subsets of the workshop.

4. Once you have your "data," you and your two trio members are to critique its usefulness and consider whether there might be better ways to seek the information you wanted.

When you are helping one of the other trio members try out his data-gathering techniques:

1. Invent the "data he received" as quickly as you can.

2. Question him critically about the value of "his data." Does his data really answer the questions he wanted answered? Now that he has that data, what does he think he knows? Why does he think the data means what he is interpreting it to mean? Why is knowing that helpful? What can he do differently now that he knows that?

3. Also, tell him how you think the people from whom he got the data feel about his having discovered it by the technique he used. Did they feel good about it? Did it create any negative side effects? Did it raise any expectations in them about what might happen next or how this data might be used?

4. Discuss ways that this data-gathering effort might be improved.

The workshop leader will call time every 15 minutes.

HANDOUT 34

## ASSESSMENT OF SUBSET VI:
## FORCE FIELD ANALYSIS AND DATA GATHERING

1. When rank ordering forces in a force field for importance, "importance" means: (check one)

    _____ How difficult it would be to change the force

    _____ How much movement there would be toward the goal if the force was changed

    _____ The degree of concern you feel toward the force in terms of bringing about change

2. When rating a force for clarity, "clarity" means: (check one)

    _____ How positive you feel about the way this force is working

    _____ How much objective data you have about the way this force is working

    _____ How specific you have been in describing how you believe this force is working

Answers:

1. When rank ordering forces in a force field for importance, "importance" means:

   (wrong) How difficult it would be to change the force
   (This is an additional kind of rating you do later when considering your action-taking strategy.)

   (right) How much movement there would be toward the goal if the force were changed

   (wrong) The degree of concern you feel toward the force in terms of bringing about change
   (Concern you feel is a kind of importance for you, but not the importance of the force as it influences change in the situation. Some forces may greatly concern you, but not influence movement toward the goal.)

2. When rating a force for clarity, "clarity" means:

   (wrong) How positive you feel about the way this force is working
   (You may feel positive, yet be completely wrong!)

   (right) How much objective data you have about the way this force is working

   (wrong) How specific you have been in describing how you believe this force is working
   (The force should be described specifically. But, clarity is defined here as having objective data showing that the force you have described specifically is what you described it to be.)

131

# SUBSET VII:
# SELECTING TOOLS FOR DATA COLLECTION

125 minutes

## PURPOSE

The activities of the subset are designed to introduce the booklet of data-gathering instruments, Diagnosing Classroom Learning Environments,* and to provide practice in the skill of selecting instruments related to forces in a force field.

## OBJECTIVES

Given the force field analysis produced by Mrs. Jones and nine data-gathering tools in Chapters 2, 3 and 4 of the booklet Diagnosing Classroom Learning Environments, and given the principles from the booklet for determining appropriate tools for data collection, participants will be able to select six tools relevant to the data-gathering requirements that are specific to the force field analysis of Mrs. Jones.

## LEADER PREPARATION

1. Newsprint sheet (N15) should be ready for display.

2. Handout 37 must be distributed at the beginning of Step 4.

3. Newsprint sheet (N11) should be ready for the review in Step 5.

4. Paper and pencils

5. PARTICIPANT MATERIALS

   Handout 35: Agenda for Subset VII: Selecting Tools for Data Collection
   Handout 36: Instructions for Individual and Trio Work
   Handout 20: The Goal Statement and Force Field that Mrs. Jones Wrote (to be used in Step 2)
   Handout 30: Mrs. Jones's Force Field Analysis (to be used in Step 2)
   Handout 37: Tools Selected for Data Gathering (BLUE)
   Handout 22: A Case Study of the Research Utilizing Problem Solving Process
   Handout 6: Four Guidelines for Writing a Problem Statement (to be used in Step 6)
   Handout 38: Assessment of Subset VII: Selecting Tools for Data Collection

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*Fox, Robert, M.B. Luszki and R. Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966, pp. 9-50.

SUBSET VII

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset VII | 5 | This step allows participants to structure appropriate expectations. |
| 2. Give instructions for selecting tools | 40 | This introduces the instruments for data gathering in a context of needing to consider their relevance to an action situation, i.e., "Mrs. Jones's classroom situation." |
| 3. Sextets discuss trio selection of six tools | 10 | The sextet discussion should reinforce application of criteria for selection of appropriate tools. |
| 4. Mrs. Jones's selection of tools | 10 | Work in the sextets will be increased gradually from this point so that data will have been created for later subsets where focus is turned on teamwork skills in the context of small group dynamics. |
| 5. Review of problem solving model | 5 | This should help provide structure and reinforce cognitive awareness of the RUPS model. In the past, individuals who have learned RUPS skills have become confused when involved in working on a real problem back home because they did not have enough of a usable awareness of the model to consider where they should be in it at a given time. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N15, H35 | 1. Review the agenda on H35 using N15. Reinforce the purpose and objectives of the subset. |
| H36, H20, H30, Booklet | 2. Read H36 with the participants. Take time to clarify instructions for each step. Refer back to H20 and H30. Announce that you will monitor time. Distribute the booklet, Diagnosing Classroom Learning Environments. |
|  | 3. Ask trios to form sextets and to share each trio's selection of six tools with each other. |
| H37 | 4. Distribute H37 and ask participants to discuss Mrs. Jones's selections in sextets. |
| N11, H22 | 5. Review the newsprint sheet (N11) with the problem solving model. Review the steps of the problem solving process, using H22. Point out "where we are" in the problem solving process (Diagnosis of the Situation). Call attention to the various activities that make up a step in the process. |

SUBSET VII (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 6. Write a problem statement about a situation at individual schools | 15 | Beginning to think about application of the RUPS process to a real problem at school at this stage can help participants' willingness to practice skills as they continue to move through the artificiality of the Mrs. Jones simulation. This is not done earlier because it is believed that participants need to get far enough into the simulation to have a usable awareness of the overall process. |
| 7. Sextets discuss how things are going | 20 | This is generally a good point for review and for reinforcing awareness of the overall structure of the workshop. This continues the development of "data" on sextet functioning. |
| 8. Total workshop group discussion | 15 | Total group sharing can be especially helpful for sextets that have experienced some difficulties. Hearing how members of other groups are understanding and reacting to the workshop tends to be positively reinforcing. Legitimizing expressions of confusion or concern is very important so that negative feelings don't continue and then block an individual's active participation. |
| 9. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H6 | 6. Direct the participants to begin thinking about applying the problem solving techniques that may help a problem situation in their own school. Ask participants to take 10 minutes to write a statement of the problem. Instruct the participants to review H6, "Four Guidelines for Writing a Problem Statement." |
|  | 7. Direct trios to form sextets. Invite them to discuss their feelings about how things are going. Invite reactions on how things might have been done better. |
|  | 8. Invite participants to share some of the reactions discussed in sextets. Encourage a free flow of reactions and invite participants to respond to reactions. |
| H38 | 9. Give participants time to answer individually the question on H38. |

# NEWSPRINT SHEET N15

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset VII, Step 1)

## AGENDA FOR SUBSET VII: SELECTING TOOLS FOR DATA COLLECTION

1. Introduction to Subset VII agenda
2. Instructions for individual work and teamwork in selecting six tools
3. Share in sextets the trio's selection of six tools
4. Mrs. Jones's selection of tools for data gathering
5. Review of problem solving model
6. Write a problem statement applicable to own school
7. Meeting of sextets to discuss how things are going
8. Total workshop group discussion
9. Assessment

## HANDOUT 35

## AGENDA FOR SUBSET VII: SELECTING TOOLS FOR DATA COLLECTION

Purpose: To introduce the booklet of data-gathering instruments and practice the skill of selecting instruments related to forces in a force field.

Objectives: Given: (1) the force field analysis produced by Mrs. Jones, (2) nine data-gathering tools in Chapters 2, 3 and 4 of the SRA booklet, Diagnosing Classroom Learning Environments, and (3) the principles in the booklet for determining appropriate tools for data collection, participants will be able to select six tools relevant to data-gathering requirements specific to Mrs. Jones's force field analysis.

Steps:

1. Introduction to Subset VII agenda
2. Instructions for individual work and trio work in selecting six tools
3. Share in sextets the trio's selection of six tools
4. Mrs. Jones's selection of tools for data gathering
5. Review problem solving model
6. Write a problem statement applicable to own school
7. Meeting of sextets to discuss how things are going
8. Total workshop group discussion
9. Assessment

## HANDOUT 36

## INSTRUCTIONS FOR INDIVIDUAL AND TRIO WORK IN SELECTING SIX TOOLS

1. Receive booklet: Diagnosing Classroom Learning Environments.

2. Take 5 minutes to skim Chapter ONE, Overview.

3. Mrs. Jones selected six of the nine tools in Chapters 2, 3 and 4 to use with her children. Your trio is to decide which six of the nine would give the best information for clarifying Mrs. Jones's force field. Refer back to H20 and H30.

4. In your trio, assign Chapters 2, 3 and 4--one to each trio member.

5. Take 15 minutes to read your chapter and be ready to share content in your trio so that six of the nine tools can be selected.

6. As a trio take 20 minutes:

   a. Review Handouts 20 and 30 concerning Mrs. Jones's problem and her force field analysis. These are basic to the next step.

   b. Share content of three chapters.

   c. Given the force field analysis Mrs. Jones produced, select the six tools you would use to gather data.

Staff will monitor time.

## HANDOUT 37

## TOOLS SELECTED FOR DATA GATHERING

| | Tool | Page* |
|---|---|---|
| 1. | Classroom Life | 11 |
| 2. | My Teacher | 14 |
| 6. | The People in My Class | 27 |
| 7. | How This Class Feels | 42 |
| 8. | How Do You Feel About These Things | 43 |
| 9. | How Do You Think Your Teacher Feels | 44 |

## NEXT STEP

Mrs. Jones tabulated the children's responses and proceeded to analyze the results. She decided not to plan action steps until she felt clear about the meaning of this data. She first decided to pick what seemed to be the major results.

In Subset VIII, your next step will be to look over the data and pick out the major results.

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*Fox, Robert, M. B. Luszki and R. Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966.

HANDOUT 38

## ASSESSMENT OF SUBSET VII: SELECTING TOOLS FOR DATA COLLECTION

1. The main reason for selecting six of nine possible "tools" for data collection is: (check one)

_____ To solve Mrs. Jones's problem

_____ To begin what should become intensive study and use of the booklet, Diagnosing Classroom Learning Environments

_____ Because only six are correct

Answers:

1. The main reason for selecting six of nine possible "tools" for data collection is: (check one)

(wrong) To solve Mrs. Jones's problem
(Work on Mrs. Jones's problem is only a means to the end of experiencing and developing skills in the RUPS process.)

(right) To begin what should become intensive study and use of the booklet, Diagnosing Classroom Learning Environments

(wrong) Because only six are correct
(A case can be made for using each of the nine tools. Selecting six of the nine was required in the exercise as a way of focusing attention on the tools and the kinds of considerations one must make in selecting tools.)

## SUBSET VIII:
## SPOTTING THE MAJOR RESULTS IN DATA

105 minutes

### PURPOSE

The activities in this subset are designed to help the participants gain skills in analyzing data.

### OBJECTIVES

Given a summary of the children's responses to six tools used by Mrs. Jones and provided the opportunity to apply the behaviors of helper and helpee in the trio, participants will be able to derive and report the major results in the data.

Given the major results Mrs. Jones identified in the data, participants will accept their application in revising her force field.

### LEADER PREPARATION

1. Newsprint sheet (N16) should be ready for display.
2. Handout 41 must be distributed at the beginning of Step 5.
3. Handout 42 must be distributed at the beginning of Step 7.
4. Paper and pencils
5. PARTICIPANT MATERIALS

    Handout 39: Agenda for Subset VIII: Spotting the Major Results in Data
    Handout 40: Summary of Children's Responses in Six Tools Used by the Teacher
    Handout 41: Major Results of Mrs. Jones's Data (BLUE)
    Handout 20: The Goal Statement and Force Field that Mrs. Jones Wrote (to be used in Step 6)
    Handout 42: Mrs. Jones's Revision of Her Force Field (BLUE)
    Handout 43: Assessment of Subset VIII: Spotting the Major Results in Data

## SUBSET VIII

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset VIII | 5 | This activity allows participants to structure appropriate expectations. |
| 2. Summary of children's responses in six tools used by Mrs. Jones | 10 | Teachers tend to be more enthusiastic about giving questionnaires than about trying to figure out results in the data. Starting by dividing up the data is the most efficient use of time. It also involves each individual in part of the responsibility. |
| 3. Trios work at identifying major results | 40 | Spotting results from data can be hard work. Trio members can reinforce each other's commitment to this effort as well as verify each other's findings in the data. |
| 4. Sextets share the major results spotted by trios | 15 | This reinforces verification of findings and application of the considerations applied to identifying the results. It also adds to data concerning sextet functioning which will be the focus of later subsets. |
| 5. Major results of Mrs. Jones's data | 10 | H41 is a "correct" statement of major results in the data. It has the same purpose as previous handouts of "Mrs. Jones's" efforts: it gives all workshop participants a common base for moving on to the next subset of the workshop. |
| 6. Revision of force field in light of data | 10 | This is to emphasize the need to revise a force field on the basis of new information. Repeated revisions of a force field during the course of working on a problem provides an evaluative record of how dynamics of the situation became increasingly clear and how they changed over time. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N16, H39 | 1. Review agenda presented on H39 and N16. Reinforce purpose and objectives. |
| H40 | 2. Suggest that the trio members divide up the data sheets, H40, to start looking for the results. Each individual looks for the major results from one or two of the questionnaires. Note that you will interrupt in 10 minutes to have them share in the trio and together decide on the results from all of the data. |
|  | 3. Instruct trios to work at identifying major results together. Encourage participants to practice helper, helpee behaviors as they help each other gain skills at spotting major results. |
|  | 4. Form sextets and ask each trio to share the major results spotted. |
| H41 | 5. Distribute H41 and ask sextets to discuss. |
| H20 | 6. Interrupt the sextet discussion and ask participants to look at Mrs. Jones's force field analysis, H20. Ask them to discuss ways in which the information in H41 could be used to make the force field more accurate: forces may need to be deleted, added or changed; some results may be combined to become forces for or against moving toward the goal. |

SUBSET VIII (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 7. Mrs. Jones's revision of her force field | 10 | H42 reinforces the idea of revising a force field on the basis of new information. |
| 8. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H42 | 7. Distribute H42. Instruct trios to review and discuss the revisions that Mrs. Jones did make. |
| H43 | 8. Give participants time to answer individually the questions on H43. |

## NEWSPRINT SHEET N16

(Copy this sample on a large sheet of newsprint and have ready to use in Subset VIII, Step 1)

## AGENDA FOR SUBSET VIII: SPOTTING THE MAJOR RESULTS IN DATA

1. Introduction to Subset VIII agenda
2. Summary of children's responses in six tools
3. Trios work at identifying major results
4. Sextets share major results spotted by trios
5. Major results of Mrs. Jones's data
6. Revision of force field in light of data
7. Mrs. Jones's revision of her force field
8. Assessment

## HANDOUT 39

## AGENDA FOR SUBSET VIII: SPOTTING THE MAJOR RESULTS IN DATA

Purpose: To gain skills in analyzing data.

Objectives: Given a summary of the children's responses to six tools used by Mrs. Jones and provided the opportunity to apply the behaviors of helper and helpee in the trio, participants will be able to derive and report the major results in the data.

Given the major results that Mrs. Jones identified in the data, participants will apply her results to revise her force field.

Steps:

1. Introduction to Subset VIII agenda
2. Summary of children's responses in six tools
3. Trios work at identifying major results
4. Sextets share major results spotted by trios
5. Major results of Mrs. Jones's data
6. Revision of force field in light of data
7. Mrs. Jones's revision of her force field
8. Assessment

## HANDOUT 40

## SUMMARY OF CHILDREN'S RESPONSES IN SIX TOOLS USED BY THE TEACHER

### Tool 1: Classroom Life*

1. Life in this class with your regular teacher has:

| | | |
|---|---|---|
| 0 | a. | All good things |
| 5 | b. | Mostly good things |
| 10 | c. | More good things than bad |
| 8 | d. | About as many good things as bad |
| 6 | e. | More bad things than good |
| 1 | f. | Mostly bad things |

2. How hard are you working these days on learning what is being taught at school?

| | | |
|---|---|---|
| 4 | a. | Very hard |
| 6 | b. | Quite hard |
| 13 | c. | Not very hard |
| 7 | d. | Not hard at all |

3. When I'm in this class, I:

| | | |
|---|---|---|
| 6 | a. | Usually feel wide awake and very interested |
| 11 | b. | Am pretty interested, kind of bored part of time |
| 10 | c. | Am not very interested, bored quite a lot of the time |
| 3 | d. | Don't like it, feel bored and not with it |

4. How hard are you working on school work compared with the others in the class?

| | | |
|---|---|---|
| 7 | a. | Harder than most |
| 9 | b. | A little harder than most |
| 8 | c. | About the same as most |
| 5 | d. | A little less than most |
| 1 | e. | Quite a bit less than most |

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*"How the Pupils Feel About Their Class," page 11.

5. How many of the pupils in this class do what the teacher suggests?

3 a. Most of them do
12 b. More than half do
11 c. Less than half do
4 d. Hardly anybody does

6. If we help each other with our work in this class, the teacher:

2 a. Likes it a lot
7 b. Likes it some
13 c. Likes it a little
8 d. Doesn't like it at all

7. How good is your schoolwork compared with the work of others in the class?

2 a. Much better than most
6 b. A little better than most
18 c. About the same as most
4 d. Not quite as good as most
0 e. Much worse than most

8. How often do the pupils in this class help one another with their schoolwork?

0 a. Most of the time
5 b. Sometimes
19 c. Hardly ever
6 d. Never

9. How often do the pupils in this class act friendly toward one another?

4 a. Always
19 b. Most of the time
7 c. Sometimes
0 d. Hardly ever

Tool 2: My Teacher*

| | | Much more than she does now | A little more than she does now | The same as she does now | A little less than she does now | Much less than she does now |
|---|---|---|---|---|---|---|
| 1. | Help with work | 2 | 7 | 18 | 3 | 0 |
| 2. | Yell at us | 0 | 8 | 21 | 1 | 0 |
| 3. | Make sure work is done | 6 | 16 | 5 | 3 | 0 |
| 4. | Ask us to decide about how we will work | 3 | 2 | 13 | 10 | 2 |
| 5. | Smile and laugh | 5 | 8 | 17 | 0 | 0 |
| 6. | Make us behave | 4 | 14 | 8 | 3 | 1 |
| 7. | Trust us on our own | 2 | 4 | 12 | 9 | 3 |
| 8. | Make us work hard | 4 | 13 | 9 | 2 | 2 |
| 9. | Show that she understands how we feel | 3 | 11 | 14 | 2 | 0 |

*"How the Pupils Would Like Their Teacher to Act," page 14.

## Tool 6: The People In My Class*

| | Pupils' Numbers | General influence | Girls' influence | Boys' influence | Most cooperative | Most against teacher | Could make biggest improvement | Show most ability to learn | Would most like to be |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| | 2 | 2 | 0 | 5 | 0 | 7 | 2 | 0 | 2 |
| | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 4 | 8 | 4 | 13 | 2 | 12 | 4 | 5 | 11 |
| | 5 | 1 | 0 | 3 | 8 | 0 | 7 | 0 | 4 |
| | 6 | 9 | 6 | 12 | 0 | 4 | 6 | 1 | 2 |
| b | 7 | 11 | 6 | 14 | 0 | 6 | 2 | 6 | 14 |
| o | 8 | 3 | 1 | 8 | 7 | 2 | 0 | 16 | 6 |
| y | 9 | 2 | 0 | 4 | 8 | 2 | 4 | 2 | 0 |
| s | 10 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| | 11 | 19 | 18 | 14 | 0 | 16 | 4 | 8 | 16 |
| | 12 | 1 | 1 | 3 | 2 | 4 | 2 | 0 | 0 |
| | 13 | 0 | 0 | 0 | 3 | 3 | 1 | 0 | 0 |
| | 14 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 |
| | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 16 | 1 | 3 | 0 | 11 | 0 | 2 | 3 | 0 |
| | 17 | 2 | 7 | 0 | 8 | 2 | 4 | 9 | 0 |
| | 18 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 |
| g | 19 | 7 | 10 | 4 | 7 | 3 | 1 | 0 | 6 |
| i | 20 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 |
| r | 21 | 1 | 1 | 0 | 1 | 7 | 8 | 4 | 0 |
| l | 22 | 0 | 3 | 0 | 14 | 0 | 0 | 19 | 3 |
| s | 23 | 12 | 16 | 7 | 6 | 4 | 3 | 1 | 16 |
| | 24 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 |
| | 25 | 11 | 12 | 2 | 0 | 9 | 8 | 2 | 9 |
| | 26 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 |
| | 27 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | 28 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| | 29 | 0 | 1 | 0 | 9 | 0 | 0 | 12 | 1 |
| | 30 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |

*"Which Three Persons...," page 27.

## Tool 7· How This Class Feels*

| | How Many Feel This Way? | | | | |
|---|---|---|---|---|---|
| | Almost All | Many | About Half | Some | Only a Few |
| 1. It is good to take part as much as possible in classroom work. | 0 | 5 | 12 | 9 | 4 |
| 2. Asking the teacher for help is a good thing to do. | 8 | 8 | 9 | 2 | 3 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 2 | 2 | 9 | 11 | 6 |
| 4. Schoolwork is more often fun than it is not fun. | 2 | 7 | 10 | 8 | 3 |
| 5. The teacher really understands how pupils feel. | 2 | 8 | 10 | 5 | 5 |

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*"How Each Student Thinks His Classmates Feel," page 42.

Tool 8: How Do You Feel About These Things?*

| | Agree almost always | Agree more than disagree | Agree as often as disagree | Disagree more than agree | Disagree almost always |
|---|---|---|---|---|---|
| 1. It is good to take part as much as possible in classroom work. | 13 | 9 | 6 | 2 | 0 |
| 2. Asking the teacher for help is a good thing to do. | 11 | 7 | 7 | 2 | 3 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 2 | 3 | 8 | 8 | 9 |
| 4. Schoolwork is more often fun than it is not fun. | 1 | 6 | 13 | 8 | 2 |
| 5. The teacher really understands how pupils feel. | 4 | 7 | 11 | 3 | 5 |

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*"Individual Pupils' Standards," page 43.

Tool 9: How do You Think Your Teacher Feels?*

| | Agree almost always | Agree more than disagree | Agree as often as disagree | Disagree more than agree | Disagree almost always |
|---|---|---|---|---|---|
| 1. It is good to take part as much as possible in classroom work. | 14 | 12 | 3 | 1 | 0 |
| 2. Asking the teacher for help is a good thing to do. | 16 | 9 | 5 | 0 | 0 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 0 | 0 | 4 | 12 | 14 |
| 4. Schoolwork is more often fun than it is not fun. | 3 | 7 | 14 | 5 | 1 |
| 5. The teacher really understands how pupils feel. | 8 | 11 | 9 | 2 | 0 |

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*"Summary of What Pupils Believed Their Teacher Felt," page 44.

## HANDOUT 41

## MAJOR RESULTS OF MRS. JONES'S DATA

Following are the major results that Mrs. Jones picked out of the collected data summaries.

1. Most of the children did not see themselves working as hard as possible at learning.
2. Many of the children did not see the other children working as hard as themselves at learning.
3. Half of the children did not see some of the other children doing what the teacher suggested.
4. Few children saw pupils helping each other with schoolwork.
5. Most children thought the teacher should decide how they should work, make sure that work was done and make them work hard.
6. Of the seven children (four boys and three girls) seen as best able to get others to do things, none were among those seen as most cooperative with the teacher.
7. Three of these seven (two boys and one girl) were among those seen as most often against the teacher.
8. Almost every member of the class was seen by someone in the group as able to improve their schoolwork if they wanted to.
9. Most pupils, themselves, felt it would be good to take part in classroom work, but believed that most of the others did not feel this way.
10. Most pupils did not feel it good to help others, believed others felt this way and believed the teacher agreed. (In fact, the teacher did not agree!)

## HANDOUT 42

## MRS. JONES'S REVISION OF HER FORCE FIELD

Mrs. Jones looked at her force field (H20) again and decided to revise it in the light of the major results she had identified.

Improvement Goal: To help some of the children in my classroom become more active learners.

| Forces For | Forces Against |
|---|---|
| I want them to be more active | Few children see other pupils helping each other with schoolwork. |
| Most of the children say that they don't see themselves working as hard as possible at learning. | Most children think the teacher should decide how they should work. |
| Almost every member of the class is seen by someone in the group as able to improve his schoolwork if he wanted to. | Four boys and three girls seen as best able to get others to do things are seen as most often against me. |
| Most pupils feel it would be good to take part in classroom work, but believe that most of the others do not feel this way. | Most pupils feel that it is not good to help others, believe others feel this way and believe I agree. |
| The testing program indicates no one in the group has unusually low intelligence. | Many of the children do not see the other children working as hard as themselves at learning. |

## HANDOUT 43

## ASSESSMENT OF SUBSET VIII: SPOTTING THE MAJOR RESULTS IN DATA

1. When you find major results in data collected on the basis of a force field analysis, you should: (check one)

____ Revise the force field according to the results

____ Make a new force field using only the results

____ Leave the force field approach and turn to planning action

Answers:

1. When you find major results in data collected on the basis of a force field analysis, you should: (check one)

(right) Revise the force field according to the results

(wrong) Make a new force field using only the results
(You should probably keep many of the forces about which you did not feel the need to gather data as well as make additions and modifications based on your findings.)

(wrong) Leave the force field approach and turn to planning action
(First, incorporate findings in improving your force field. When it is time to plan action, you will use your validated force field to help you plan.)

## SUBSET IX:
## GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS 175 minutes

### PURPOSE

The activities of this subset are designed:

To give participants an opportunity to practice helper-helpee skills in team-building relationships

To provide criteria for objective assessment of personal behavior in groups

### OBJECTIVES

Given a set of instructions, the participants will produce a force field analysis of a problem experienced personally during the workshop.

Given Handout 46, "Guide for Group Member Ratings," Handout 47, "Group Member Rating Scale" and a set of procedures, participants will rate themselves and others in their trio. Then, they will discuss their ratings to identify ways of operationalizing these scales.

### LEADER PREPARATION

1. Newsprint sheet (N17) should be ready for display.

2. Paper and pencils

3. PARTICIPANT MATERIALS

Handout 44: Agenda for Subset IX: Gathering Data on Team-Building Relationships
Handout 45: Guidelines for Discussing Team-Building Force Field Analysis
Handout 46: Guide for Group Member Ratings
Handout 47: Group Member Rating Scale
Handout 48: Guidelines for Discussion in a Fishbowl Trio Round Robin
Handout 49: Assessment of Subset IX: Gathering Data on Team-Building Relationships

SUBSET IX

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset IX | 5 | This exercise allows the participants to structure appropriate expectations. |
| 2. Write a problem statement on team-building processes | 5 | This step will provide the participant with systematic data about a problem he personally is having in the workshop. It serves as an introduction to Step 6. |
| 3. Discuss problem statement | 15 | Sharing problem statements in the trios will provide a way for the participant to see if others in his trio view the problem the same way he does. |
| 4. Write a force field analysis of problem | 5 | Writing a force field analysis of his problem will help the participant clarify his thinking about it. This also provides an experience in applying the technique to oneself. |
| 5. Discuss force field analysis | 30 | Sharing force field analyses with others in the trio will provide a way for the participant to see if others in his trio see his analysis as he does. |
| 6. Review "Guide for Group Member Ratings." | 5 | Becoming aware of categories of behavior and their definitions will provide information for gathering data about self. Emphasis should be on one's personal style of operationalizing such dimensions as trust. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H44, N17 | 1. Referring to N17 and H44, stress that the focus of this subset is to gather data about self from oneself and from others in the trio, paying particular attention to saying-listening skills and helper-helpee behaviors. |
| H6, N4 | 2. Instruct the participants to write individually a statement of a problem they may be experiencing personally in this workshop. Tell them their statements will be shared in their trios. Remind the participants of the guidelines for writing a problem statement on H6 and N4. |
| | 3. Tell the participants to share their statements in their trios, using the problem statement guidelines as criteria. Explain that their task is to help each other clarify their statements. Remind the participants of the guidelines for listening-saying skills and helper-helpee interaction: H7 (paraphrasing) and H9, 10 and 11 (observation guides). |
| N10 | 4. Ask the participants to write individually a force field analysis of their problem statement to share with their trio. Call attention to N10 as a reminder of the procedure required. |
| H45 | 5. Tell the participants to discuss their force field analyses in their trios. Explain that the purpose of the discussion is to add forces and to review the rankings and ratings of each of the other trio members. |
| H46 | 6. Review the items in the guide, H46, stressing that the focus of the guide is for the individual to consider the behaviors which for him exhibit these dimensions. He can then consider how much of each category he sees himself doing. Explain that in the next step each individual will have a chance to rate how much he has used his behaviors showing these categories of listening, openness, trust, etc. |

SUBSET IX (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 7. Rate self on "Group Member Rating Scale." | 10 | Rating self on the rating scale will give data gathering from oneself some objectivity. In order to explain to others why he rated himself at a certain point on a scale, the individual must state specific behaviors he uses for that dimension. |
| 8. Discuss group member ratings | 90 | Sharing rating of self and others in the trio and receiving an observer's report provides verification and builds data for later work as a sextet. |
| 9. Assessment | 10 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H47 | 7. Tell the participants to rate themselves individually on H47. Reinforce the instructions regarding the basis for the rating (keeping in mind what he does and how much he does it.) |
| H48 | 8. Ask the participants to discuss their ratings in a trio fishbowl, using H48 as a guideline for the discussion. Explain the main purpose of the discussion is to share and verify behaviors that each uses for the categories. Stress that this is a data-gathering session and the differing views are not necessarily either more or less accurate. Note that the trios will be observing each other to spot uses of the behaviors that are being discussed. |
| H49 | 9. Give the participants time to answer individually the question on H49. |

## NEWSPRINT SHEET N17

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset IX, Step 1)

## AGENDA FOR SUBSET IX:
## GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS

1. Introduction to Subset IX agenda
2. Write a problem statement on workshop team-building processes
3. Discuss problem statements
4. Write a force field analysis of problem statements
5. Discuss force field analysis
6. Review "Guide for Group Member Ratings"
7. Rate self on "Group Member Rating Scale"
8. Discuss group member ratings
9. Assessment

## HANDOUT 44

## AGENDA FOR SUBSET IX: GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS

Purpose: To give participants an opportunity to practice helper-helpee skills in team-building relationships.

To provide criteria for objective assessment of personal behavior in groups.

Objectives: Given a set of instructions, the participants will produce a force field analysis of a problem experienced personally during the workshop. Given Handout 46: Guide for Group Member Ratings, Handout 47: Group Member Rating Scale, and a set of instructions, participants will rate self and others in their trios and discuss their ratings to identify individuals' ways of operationalizing these scales.

Steps:

1. Introduction to Subset IX agenda
2. Write a problem statement on workshop team-building processes
3. Discuss problem statements
4. Write a force field analysis of problem statement
5. Discuss force field analysis
6. Review "Guide for Group Member Ratings"
7. Rate self on "Group Member Rating Scale"
8. Discuss group member ratings
9. Assessment

## HANDOUT 45

## GUIDELINES FOR DISCUSSING TEAM-BUILDING FORCE FIELD ANALYSES

In your trios:

1. Help each other by suggesting possible additional forces.

2. Check the way you perceive each other by ranking and rating each other's force field.

3. Discuss similarities and differences in the kinds of forces you tend to see working on yourselves.

4. Keep in mind that in this subset the emphasis is on practicing getting information about yourself from yourself, as well as from others in your trio.

5. Resist being caught in the trap of defending whether or not the information you share is right or wrong. Instead, concentrate on what the others in the trio tell you about what they think is important and clear about your problem statement. You can then put this information with your own view of yourself and come to your own conclusions.

## HANDOUT 46

## GUIDE FOR GROUP MEMBER RATINGS[1]

Here is a list of categories of behaviors which are important for good group membership. As you read them, keep the following suggestions in mind:

A. How much do I do in each of these categories in this workshop?

B. What do I do that, for me, is a sign of my behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors that are your style for each category.

1. Listening Skills: Works at understanding what others are saying. Asks others to repeat. Asks others to clarify. Tells others what he has heard. Seems to have understood correctly what others have said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Shows emotions clearly and appropriately (joy, boredom, anger, sorrow, etc.).

4. Trust: Willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a way that is helpful. Lets others know when they have been helpful to him.

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[1] Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew B. Miles, Teachers College, Columbia University in connection with the Cooperative Project for Educational Development, 1967.

6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior. Shows he is aware of how he is reacting to the behavior of others. Shows he is considering the implications to himself. Uses this awareness in considering whether or not his own behavior is what he wants it to be.

7. Experimenting With Own Behavior: Shows flexibility in taking different roles in the group at different times (leader, clarifier, etc.) Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contribution to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward. Offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group to make realistic progress in problem solving efforts. Is effectively oriented toward work. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings. Helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group. Can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this handout near for reference as you do the next step--"Group Member Rating Scale."

## HANDOUT 47

## GROUP MEMBER RATING SCALE

Instructions:

Rate yourself on the scale below, referring to Handout 46: Guide for Group Member Ratings, for definitions. The ratings are for how much you have shown your style of behaviors for each category while working in your trio during this workshop. You will be asked to share these ratings in your trios.

Rating Scale

1. Listening Skills: (little)__________________(much)
1 2 3 4 5 6 7 8 9

2. Saying Skills: __________________
1 2 3 4 5 6 7 8 9

3. Openness: __________________
1 2 3 4 5 6 7 8 9

4. Trust: __________________
1 2 3 4 5 6 7 8 9

5. Feedback: __________________
1 2 3 4 5 6 7 8 9

6. Awareness of Own Behavior: __________________
1 2 3 4 5 6 7 8 9

7. Experimenting With Own Behavior: __________________
1 2 3 4 5 6 7 8 9

8. Contribution to Group's Awareness of Itself: __________________
1 2 3 4 5 6 7 8 9

9. Problem Solving Effectiveness: __________________
1 2 3 4 5 6 7 8 9

10. Helping Group Maintenance: ____________________
1 2 3 4 5 6 7 8 9

11. Group Diagnostic Ability: ____________________
1 2 3 4 5 6 7 8 9

12. Overall Effectiveness as a Group Member: ____________________
1 2 3 4 5 6 7 8 9

## HANDOUT 48

## GUIDELINES FOR DISCUSSION IN A FISHBOWL
## TRIO ROUND ROBIN

Procedures:

A. Sextets will use a "fishbowl" procedure for the discussion. Trio A will conduct a round robin discussion for about 30 minutes while Trio B observes. Trio B will take 15 minutes to report observations. Trios will then switch positions and repeat the procedure.

B. The round robin discussion will proceed as follows:

1. Each trio member will first rate the other two on item one.

2. Each person in the trio will then share his self-rating on item one, followed by a report of ratings by the other two members on item one. Note similarities and differences in the ratings. Discuss what specific behaviors you use that cause you to rate yourself as you did on the scale as well as behaviors you saw that caused you to rate the others where you did.

3. When each person has shared his ratings and received reactions from the others, proceed to the next item on the list. Repeat this process through the whole list. NOTE: You may prefer to take clusters of items on the list (e.g., numbers 1 and 2; numbers 3, 4 and 5; numbers 6, 7 and 10; numbers 8, 9 and 11; number 12). In any case, use the same procedure.

C. Members of the observing trio should decide which person in the other trio to observe so that each has one observer. Observe for behaviors that represent the categories on H46.

HANDOUT 49

## ASSESSMENT OF SUBSET IX: GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS

1. Rating yourself and others on nine-point scales for such categories of behavior as "listening skills" or "openness" is most valuable for: (check one)

_____ Determining who is best at each of these categories of behavior

_____ Clarifying that there is a specific set of behaviors that all should use for each of these categories

_____ Identifying to each other the specific behaviors each individual uses to represent each category in his personal style

Answers:

1. Rating yourself and others on nine-point scales for such categories of behavior as "listening skills" and "openness" is most valuable for: (check one)

(wrong) Determining who is best at each of these categories of behavior (The issue is not who is "best." The issue is for each to become more clear about the behaviors he uses so that, within his personal style, he can work at improving with the help of his trio partners.)

(wrong) Clarifying that there is a specific set of behaviors that all should use for each of these categories (There are many specific behaviors that can represent each category. There is not, however, a specific "set" that all should use. There will be individual differences according to style. What counts is to know that in one individual's "style," closed eyes usually means boredom while for another it usually means he is concentrating on hearing.)

(right) Identifying to each other the specific behaviors each individual uses to represent each category in his personal style

## SUBSET X:
## THE CONCEPT OF FEEDBACK

115 minutes

### PURPOSE

The activities of this subset are designed:

To enable participants to learn the concept and to gain skills of giving and receiving feedback in the context of a teamwork relationship

To increase skills of identifying interpersonal data affecting teamwork relations, asking for and sharing reactions appropriately

### OBJECTIVES

Given a communication analysis matrix (Joe-Harry window), a work sheet from each individual to identify reactions about others in the trio and about self and given observation guides specifying guidelines for giving and receiving feedback, participants will carry out trio round robin feedback exercise functions as giver, receiver and observer.

### LEADER PREPARATION

1. Newsprint sheet (N18) should be ready for display.

2. Newsprint sheets (N19 and N20), illustrating the Joe-Harry window should be ready to use in Step 2.

3. Newsprint sheet (N11) should be available for use during Step 4.

4. Paper and pencils

5. PARTICIPANT MATERIALS

Handout 50: Agenda for Subset X: The Concept of Feedback
Handout 51: The Joe-Harry Window and The Concept of Feedback
Handout 52: Preparation for Giving and Receiving Feedback
Handout 53: Guidelines for Giving and Receiving Feedback in A Trio Round Robin
Handout 54: Observation Guide for Giving and Receiving Feedback
Handout 55: Assessment of Subset X: The Concept of Feedback

SUBSET X

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset X | 5 | This reference to the previous subset is to reinforce awareness of the interpersonal dimensions and the context of validity of personal styles. The following exercise will build on these awarenesses. The agenda review structures appropriate expectations. |
| 2. Study the concept of feedback | 15 | Handout 51 presents the cognitive understanding of the concept of feedback and guidelines for operational behaviors of giving and receiving feedback. Most importantly, these are presented in the context of teamwork relationships that support mutual growth. |
| 3. Give and receive feedback in trios | 85 | The exercise provides skill practice in applying the guidelines of giving and receiving feedback. The key to skill improvement is in having the observer report, which amounts to receiving feedback on one's skills of giving and receiving feedback. |
| 4. Review RUPS model | 5 | This is reinforcement of knowledge of the RUPS model and aids a transition to the next subset in which focus returns to the problem solving simulation following two subsets which focused on teamwork. |
| 5. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H50, N18 | 1. Referring to H50 and N18, explain that the work done in Subset IX was a kind of warm-up for this session, in which the idea of giving and receiving feedback will be explored. |
| H51, N19, N20 | 2. Refer to H51. Note that N19 and N20 posted on the board illustrate the Joe-Harry window. Announce that after everyone reads H51 there will be 10 minutes in sextets to help each other clarify the concept and the models presented. |
| H52, H53, H54 | 3. Refer to H52. Take 5 minutes to go over the directions, then give participants 15 minutes for individual work on H52. After 15 minutes, refer to H53 and H54. Emphasize that observers should jot down key words descriptive of what they see and hear. Begin 60-minute trio round robin. |
| N11 | 4. Call attention to the newsprint display of the RUPS model (N11), review again how the model works and review the steps taken so far. |
| H55 | 5. Give participants time to answer individually the questions on H55. |

## NEWSPRINT SHEET N18

(Copy this sample on a large sheet of newsprint and have ready to use in Subset X, Step 1)

### AGENDA FOR SUBSET X: THE CONCEPT OF FEEDBACK

1. Introduction to Subset X agenda
2. Study concept of feedback
3. Give and receive feedback in trios
4. Review RUPS model
5. Assessment

## HANDOUT 50

## AGENDA FOR SUBSET X: THE CONCEPT OF FEEDBACK

Purpose: To learn the concept and gain skills of giving and receiving feedback in the context of a teamwork relationship.

To increase skills of identifying interpersonal data affecting teamwork relations, asking for, and sharing reactions appropriately.

Objective: Given a communications analysis matrix (Joe-Harry window), a work sheet for each individual to identify reactions about others in the trio and about self, and given observation guides specifying guidelines for giving and receiving feedback, participants will carry out trio round robin feedback exercise and the functions of giver, receiver and observer.

Steps:

1. Introduction to Subset X agenda
2. Study concept of feedback
3. Give and receive feedback in trios
4. Review RUPS model
5. Assessment

## HANDOUT 51

## THE JOE-HARRY WINDOW AND THE CONCEPT OF FEEDBACK

As you develop a helping relationship with another person--a relationship where each of you helps the other to grow--there are some things you know about yourself and some you don't know and there are some things that others know about you and some they don't know. For you and any other specific person this can be represented by the following diagram known as the Joe-Harry Window.*

Things about myself that I--

| | | Know | Don't Know |
|---|---|---|---|
| Things about myself that the other-- | Knows | common knowledge | my blind spots that even my best friends haven't told me about |
| | Does Not Know | my secrets and things I haven't had a chance to tell yet | my hidden potential of things I never dreamed I could do or be |

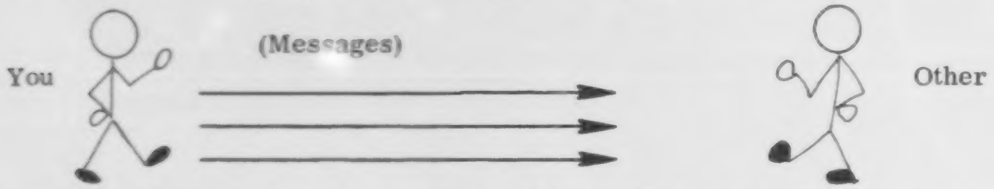
The "blind spots" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminately open. There are many things that are not relevant to the helping relationship. As relevant things are shared and found to be helpful, trust develops, which allows exploration and discovery of new abilities in the area of hidden potential.

Giving and receiving feedback is one of the most important processes in developing effective teamwork relationships. Feedback, the sharing of your reactions to another's behaviors with that other person, is not simply being critical. Positive feedback is just as important as are reactions that seem negative. The intention is what counts if the feedback is to help develop a growth relationship. Feedback can clarify perceptions. It can help an individual see himself as others see him. It helps him know the particular ways that different individuals react to his behaviors. He can then better match his behaviors with his intentions. He can more accurately match his verbal and nonverbal behaviors.

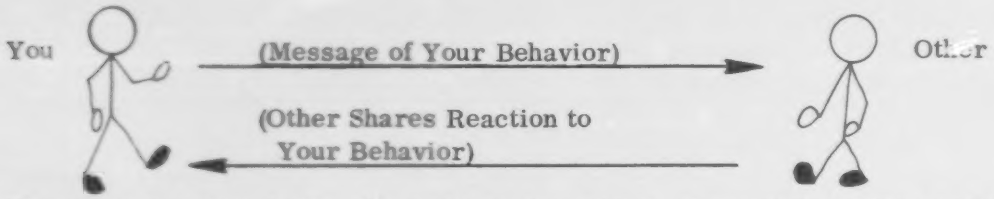
---

*Adapted from "The Johari Window" as developed by J. Luft and H. Ingham in Group Processes, by Joseph Luft. Palo Alto, California: The National Press, 1963, pp. 10-15.

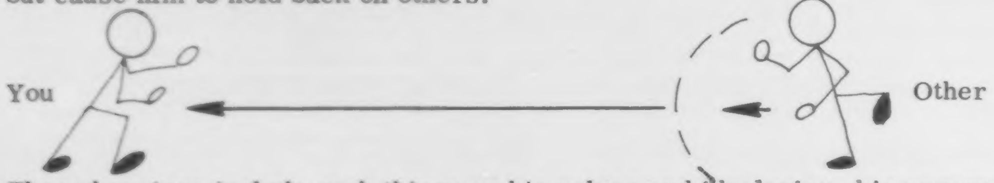
Our behavior constantly sends messages to others.



When the other shares his reaction to our behavior this is called feedback.

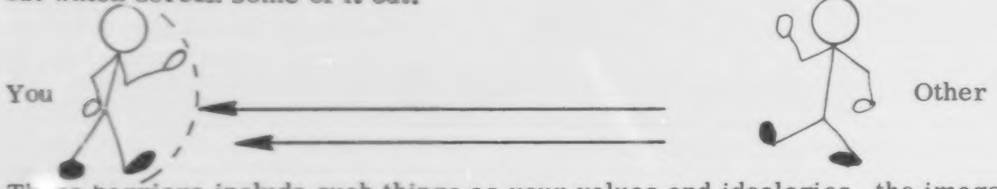

You
(Message of Your Behavior)
Other
(Other Shares Reaction to Your Behavior)

There are barriers in the other which allow him to share some of his reactions, but cause him to hold back on others.



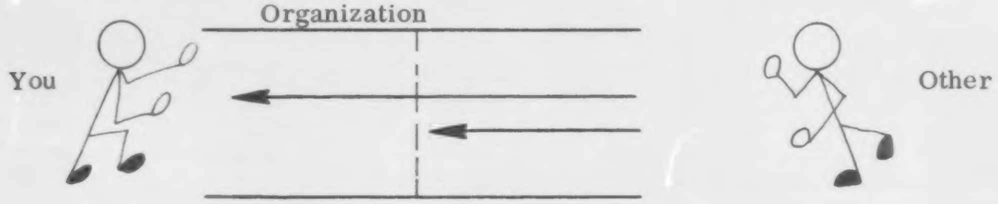
These barriers include such things as his values and ideologies, his assumptions about how you might react to his feedback, his openness, trust and willingness to take risks.

There are barriers in each of us which allow us to receive some of this feedback, but which screen some of it out.



These barriers include such things as your values and ideologies, the image you hold of yourself and the strength of your need to maintain it, your assumptions about his intentions in sharing, your openness, trust and willingness to take risks.

There may be barriers in the way your organizations operate that make it hard for some kinds of feedback to take place.



These barriers include such things as highly formal procedures, lack of time to build growth relationships, isolation of roles, building layout, or norms that don't support helpful kinds of sharing.

There also may be things in you, in the other and in the way your organization operates that facilitate constructive exchanges of feedback. A major helping factor can be awareness and use of the guidelines for giving and for receiving feedback. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions. The idea is to be aware of these guidelines and apply them unless you already believe an exception is called for.

## Guidelines for Giving Feedback

1. Allows for receiver readiness -- Has the receiver indicated he is ready to listen and accept the feedback as it is intended? There is little point to giving feedback that won't be heard or will be misunderstood.

2. Is descriptive, not interpretive -- Feedback is a description of your perceptions and reactions. Interpreting meanings of another's behavior is often a guessing game which the other resents. Let him share his own meanings if he's so inclined. If you want to check your perception of his meaning, be very clear that is what you are doing.

3. Covers recent happenings -- Generally, the closer the feedback is to the time the behavior occurred, the more helpful it is. When feedback is given immediately, all know exactly what it refers to and feelings about the situation are most valid.

4. Comes at appropriate times -- Don't, for example, share negative reactions when there are others present who would not understand the constructive intent of your remarks.

5. Includes things that are new -- Consider whether the reactions you are sharing are new information to the other. If they are so obvious that he is already aware of them, they won't help much. Telling another what you saw him doing is often not news. Often, what is news is the sharing of how you reacted to what you saw.

6. Is on changeable things -- The value of feedback to the other is in being able to modify his behavior if he wants to. Reactions to things that can't be changed are not usually helpful.

7. Does not demand a change -- Feedback is sharing reactions. It's up to the receiver if he wishes to make a change in his behavior based on the feedback. If you want to ask the person to change, say so, but don't consider such a request as feedback.

8. Is not an overload -- If you give another too much feedback or too many things all at once it may be more than he can deal with. He may lose track of all you are saying.

9. Is given to be helpful -- Consider your own motivation in sharing the reactions. Are you really trying to help the other person gain a useful view of himself? If you are simply angry at the other and wish to express it, say so, but don't present such feelings as feedback.

10. Shares something of the giver -- Giving feedback can create a sense of imbalance in the relationship. It generally helps the receiver to feel more comfortable and be more active if the giver can share some of his own feelings and concerns as he gives his reactions to the other.

11. Is specific, not general -- Be specific by quoting and giving examples of what you are referring to.

## Guidelines for Receiving Feedback

1. Checks understanding -- Use such behavior as paraphrasing to be sure you understand the meaning of the other's reactions. Watch out for becoming argumentative or taking a lot of time giving the rationale for your behavior, rather than working to understand the other's feedback to you.

2. Asks for feedback about specific things -- You can help the giver provide useful reactions by asking for feedback about specific things. This indicates your areas of readiness to receive feedback and helps him be specific rather than general.

3. Shares reactions to feedback -- Sharing your reactions to the feedback you have received can help the giver improve his skills at giving useful feedback. It also lets him know where he stands with you on a feeling basis so that the relationship can continue to grow. If he goes off uncertain about your reactions to his feedback, he may feel less inclined to risk sharing them with you in the future.

YOU HAVE BEEN PRACTICING FEEDBACK THROUGH REPORTING OF OBSERVATIONS. (SEE HANDOUT 9, GUIDE FOR OBSERVING HELPER COMMUNICATION SKILLS, HANDOUT 10, GUIDE FOR OBSERVING HELPEE COMMUNICATION SKILLS AND HANDOUT 11, GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS.) DURING YOUR SHARING OF OBSERVATIONS, YOU HAVE BEEN PARAPHRASING, DESCRIBING WHAT YOU SAW AND HEARD AND ATTEMPTING TO BUILD MUTUAL UNDERSTANDING.

AT THIS POINT YOU WILL ADD TO THESE SKILLS THE SHARING OF YOUR REACTIONS TO WHAT YOU HAVE SEEN AND HEARD DURING YOUR TRIO WORK. THIS IS THE INTERACTION CALLED GIVING AND RECEIVING FEEDBACK.

## NEWSPRINT SHEET N19

(Copy this sample on a large sheet of newsprint and have ready to use in Subset X, Step 2)

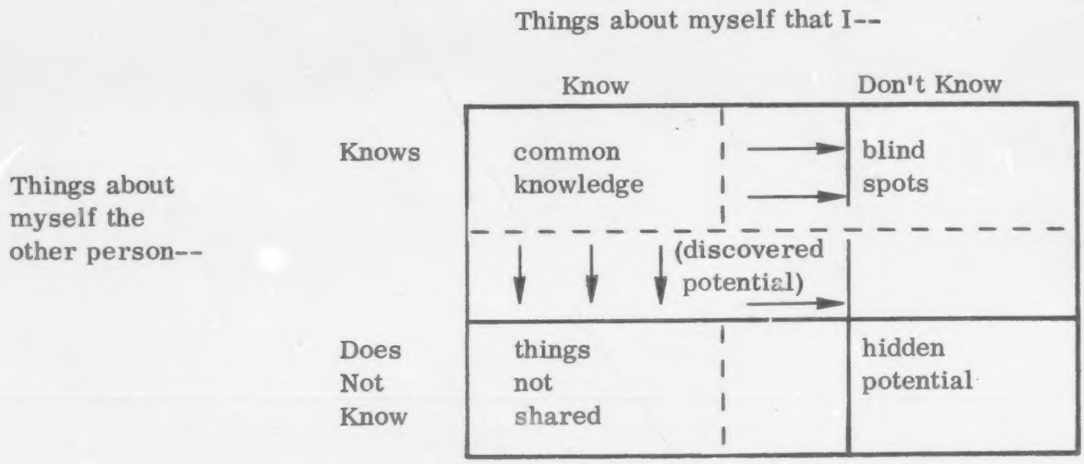
### The Joe-Harry Window

| | | Things about myself that I-- | |
|---|---|---|---|
| | | Know | Don't Know |
| Things about myself that the other person-- | Knows | common knowledge | my blind spots, that even my best friends haven't told me about |
| | Does Not Know | things I haven't had a chance to tell yet and things not relevant to our relationship | my hidden potential of things I never dreamed I could do or be |

# NEWSPRINT SHEET N20

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset X, Step 2)

In a growth relationship, the common knowledge pane grows larger and discloses my hidden potential.


Things about myself that I--
Know
Don't Know
Things about myself the other person--
Knows
Does Not Know
common knowledge
blind spots
(discovered potential)
things not shared
hidden potential

## HANDOUT 52

## PREPARATION FOR GIVING AND RECEIVING FEEDBACK

Write things you "know," but have not shared, about the others in your trio. Next, write things you "know," but have not shared, about yourself.

Giving feedback: Things I have seen and reactions I have had but have not shared

First trio member's name ____________________

| | I feel good about | I have some concern about, i.e., am in doubt, unclear or wonder about |
|---|---|---|
| Things I have seen (description of behaviors) | | |
| Reactions I have had (to behaviors described above) | | |

Second trio member's name ____________________

| | I feel good about | I have some concern about, i.e., am in doubt, unclear or wonder about |
|---|---|---|
| Things I have seen (description of behaviors) | | |
| Reactions I have had (to behaviors described above) | | |

Receiving feedback: Things about myself on which I would like to receive feedback

| | I feel good about | I have some concern about, i.e., am in doubt, unclear or wonder about |
|---|---|---|
| Things I have done (description of behaviors) | | |
| Reactions to myself (to behaviors described above) | | |

# HANDOUT 53

## GUIDELINES FOR GIVING AND RECEIVING FEEDBACK IN A TRIO ROUND ROBIN

The Procedure: Round Robin of three rounds.

1. In each 20-minute round:

    Two persons will give and receive feedback. Each person has approximately 8 minutes to give and receive.

    The third person will observe the 15 minute interaction using Handout 54 as a guideline. The observer will share his reactions for 5 minutes.

2. The entire three rounds will last 60 minutes. In each 20-minute round, a different person will observe while the other two give and receive feedback.

## HANDOUT 54

## OBSERVATION GUIDE FOR GIVING AND RECEIVING FEEDBACK

Write key words to remind you of what you hear and see while two trio members give and receive feedback. Try to see and hear as much as you can. Your job as observer is to be as much as possible like a candid camera.

In reporting your observations, use descriptive language; recall and report what you actually heard or saw. The form on the next page is to help record your observations. Put the names of the two people you are observing at the top of the page where indicated. The column under each name gives space to note the things that person says and does in relation to any of the guidelines listed on the left when he is giving and receiving feedback.

OBSERVATION RECORD

| | Name ____________ | Name ____________ |
|---|---|---|
| Guidelines | When giving and receiving | When giving and receiving |
| 1. Allows for receiver readiness | | |
| 2. Is descriptive not interpretive | | |
| 3. Covers recent happenings | | |
| 4. Comes at appropriate times | | |
| 5. Includes things that are new | | |
| 6. Is on changeable things | | |
| 7. Does not demand a change | | |
| 8. Is not an overload | | |
| 9. Is given to be helpful | | |

Name ____________ Name ____________

| Guidelines | When giving and receiving | When giving and receiving |
|---|---|---|
| 10. Shares something of the giver | | |
| 11. Is specific not general | | |
| 12. Checks understanding | | |
| 13. Asks for specific feedback | | |
| 14. Shares reactions to feedback | | |

## HANDOUT 55

## ASSESSMENT OF SUBSET X: THE CONCEPT OF FEEDBACK

1. Feedback in interpersonal communications is defined as occurring when one person: (check one)

_____ Describes the behavior of another

_____ Interprets the meaning of the other's behavior to him

_____ Shares his reaction to the behavior of another

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included among the following list. Check the three which are correct guidelines:

_____ Allows for the readiness of the other to receive

_____ Describes giver's feelings about the other

_____ Seeks change in the other

_____ Is about things that can be changed

_____ Summarizes past behavior

_____ Is given at an appropriate time

_____ Demands a response

_____ Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. One of these is included in the following list: (check one)

_____ Check the understanding of the giver

_____ Share your reaction to the feedback

_____ Tell the giver what you intend to do about what he has told you

Answers:

1. Feedback in interpersonal communications is defined as occurring when one person: (check one)

   (wrong) Describes the behavior of another

   (wrong) Interprets the meaning of the other's behavior to him

   (right) Shares his reaction to the behavior of another

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included among the following list. Check the three which are correct guidelines:

   (right) Allows for the readiness of the other to receive

   (wrong) Describes giver's feelings about the other

   (wrong) Seeks change in the other

   (right) Is about things that can be changed

   (wrong) Summarizes past behavior

   (right) Is given at an appropriate time

   (wrong) Demands a response

   (wrong) Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. One of these is included in the following list: (check one)

   (wrong) Check the understanding of the giver

   (right) Share your reaction to the feedback

   (wrong) Tell the giver what you intend to do about what he has told you

If you missed any of the above, it is suggested you review Handout 51.

## SUBSET XI:
## DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

115 minutes

### PURPOSE

The activities of this subset are designed to allow participants to gain skills in deriving implications from research findings, brainstorming and analyzing action alternatives.

### OBJECTIVES

Given definitions for deriving implications from research findings, brainstorming and analyzing action alternatives, participants will correctly derive a list of possible implications from the findings of Mrs. Jones's data and will brainstorm a list of related action alternatives.

### LEADER PREPARATION

1. Newsprint sheet (N21) should be ready for display.
2. Handout 60 must be distributed during Step 5.
3. Felt-tip pens and sheets of newsprint should be ready for the sextets to use during Step 6.
4. Handout 62 must be distributed during Step 8.
5. Paper and pencils
6. PARTICIPANT MATERIALS

   Handout 56: Agenda for Subset XI: Deriving Implications and Action Alternatives from Research Findings
   Handout 41: Major Results of Mrs. Jones's Data (to be used again during Step 2)
   Handout 57: Deriving Implications and Action Alternatives
   Handout 58: Work Sheet for Deriving Implications and Action Alternatives
   Handout 59: Guidelines for a Fishbowl Trio Exercise
   Handout 60: Implications Derived from Mrs. Jones's Data Results (BLUE)
   Handout 61: Guidelines for Conducting a Brainstorming Session on Action Alternatives
   Handout 62: The Alternatives in Mrs. Jones's Action Plan (BLUE)
   Handout 63: Assessment of Subset XI: Deriving Implications and Action Alternatives from Research Findings

SUBSET XI

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XI | 5 | This allows participants to structure appropriate expectations. |
| 2. Review major results of Mrs. Jones's data | 5 | "Mrs. Jones's data" gives all participants a common reference point for the exercise. |
| 3. Deriving implications and action alternatives | 15 | This is a sophisticated distinction. Its importance is easy to miss. The act of deriving implications before going on to consider action alternatives may be the single most important skill in research utilization by practitioners. |
| 4. Fishbowl trio on deriving implications from results | 30 | This exercise provides feedback on applying the skills of deriving implications. |
| 5. Sextets discuss Mrs. Jones's implications | 10 | Mrs. Jones's implications provide a common reference point for the next exercise. |
| 6. Brainstorming action alternatives | 30 | This exercise provides guidelines and practice in the process of brainstorming. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H56, N21 | 1. Call attention to H56 and N21 showing the sequence of steps for this session. |
| H41 | 2. Ask participants to look again at "Major Results of Mrs. Jones's Data," on H41. |
| H57, H58 | 3. Direct participants to read H57 for 5 minutes. Then refer to H58 and ask participants to write the first major result of Mrs. Jones's data (see H41) on the first column of H58. Direct them to work individually and write one implication in the "what" column and one action alternative in the "how" column. Allow 5 minutes. Instruct trios to share their work and critique each other's product using criteria in H57 and H58. |
| H59 | 4. Direct participants to H59 and ask them to form a trio fishbowl with Trio A in center, Trio B observing. Allow time for participants to read H59 and begin the exercise. |
| H60 | 5. Form sextets. Distribute H60 and direct participants to discuss implications in sextets. |
| H61 | 6. Take out H61 and read with the participants. Reinforce the ground rules and announce that you will be timekeeper. Provide sextets with newsprint and writing pens. |

SUBSET XI (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 7. Review RUPS model | 5 | This reinforces awareness of the RUPS model and places the current activity of the workshop in relation to it. |
| 8. Analyze action alternatives | 10 | This presents a cognitive awareness of how the force field can be used to analyze points of intervention in an action plan. |
| 9. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N11 | 7. Call attention again to the RUPS model on N11. Point out that testing for feasibility comes after a good effort is made at producing many action alternatives. |
| H62 | 8. Distribute H62 and ask the participants to read and discuss. |
| H63 | 9. Give participants time to answer individually the questions on H63. |

# NEWSPRINT SHEET N21

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XI, Step 1)

## AGENDA FOR SUBSET XI: DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

1. Introduction to Subset XI agenda
2. Review major results of Mrs. Jones's data
3. Derive implications and action alternatives
4. Fishbowl trio on deriving implications
5. Sextet discussion of implications
6. Brainstorming action alternatives
7. Review RUPS model
8. Analyze action alternatives
9. Assessment

# HANDOUT 56

## AGENDA FOR SUBSET XI: DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

Purpose: To gain skills in deriving implications from research findings, brainstorming and analyzing action alternatives.

Objectives: Given definitions for deriving implications from research findings, brainstorming and analyzing action alternatives, participants will correctly derive a list of possible implications from the findings of Mrs. Jones's data and will brainstorm a list of related action alternatives.

Steps:

1. Introduction to Subset XI agenda
2. Review major results of Mrs. Jones's data
3. Derive implications and action alternatives
4. Fishbowl trio on deriving implications
5. Sextet discussion of implications
6. Brainstorming action alternatives
7. Review RUPS model
8. Analyze action alternatives
9. Assessment

## HANDOUT 57

## DERIVING IMPLICATIONS AND ACTION ALTERNATIVES

Research findings seldom have direct application to action. Two steps are generally needed in order to develop action guidelines from a research finding. First, one must decide what he believes to be the implications of that finding for his particular action situation. These implications have a "what" quality. They are not "what ought to be done" but rather "what the objectives should be" given the things that have been learned from the research. Usually, several different kinds of implications can be derived from any one research finding. The appropriateness of each implication usually is determined in relation to other facts about the situation and the kinds of attitudes, values and ideologies which exist. The "what" relates to goals to be achieved.

The second step toward coming up with action guidelines is to consider action alternatives for achieving the objectives you select from among possible implications. This consideration of action alternatives has a "how" quality. Given a clear objective, how can it be achieved? Again, there usually are several different ways that an objective might be achieved. In this second step, one tries to think up as many different "how we might achieve it" ideas as possible before selecting those that seem best for an action trial. The "how" implications relate to methods and processes to be employed.

Below is an illustration of a generalized finding from research. It is followed by two possible implications derived from this finding. Listed next are three possible action alternatives for each.

Finding:

> Delinquent teenage boys tend to choose young adults who are negatively oriented as role models as compared to matched, nondelinquent teenage boys who choose their fathers or persons such as teachers or coaches.

## IMPLICATIONS:

### WHAT THE OBJECTIVES SHOULD BE

#### Possible Implication No. 1

Delinquent teenage boys should be kept away from negatively oriented young adults so they won't be adversely influenced by them.

#### Possible Implication No. 2

Negatively oriented young adults should be involved as helpers to delinquent teenage boys in thinking through the implications of their behavior, goals and the means of their goals.

### "HOW TO ACHIEVE IT" ALTERNATIVES

#### Action Alternatives for Implication No. 1

1. Set up a series of lectures for teenage delinquent boys about the pitfalls of evil companions.
2. Pass a law against teenagers with delinquent records associating with young adults with delinquent records.
3. Conduct a campaign of excluding negatively oriented adults from all organized teenage functions.

#### Action Alternatives for Implication No. 2

1. Start a training program for young adults who wish to be helpers to delinquent teenage boys and enlist a 50-50 ratio of negatively and positively oriented young adults.
2. Start a program of training older professional youth workers to work as part of a team with young adults in operating programs which seek to include delinquent teenage boys.
3. Start a program of training delinquent teenage boys to be helpers in operating activities' clubs for younger boys.

## HANDOUT 58

## WORK SHEET FOR DERIVING IMPLICATIONS AND ACTION ALTERNATIVES

An implication is derived after looking at the major results gleaned from the data collected. From these results, a "what" implication can be developed. That is, "what the objective(s) should be--what goal we desire to achieve."

The action alternatives are developed later.

A fine line is always present between the implication and the action alternative. It is necessary to be sure the two do not get confused. Make sure when looking at the WHAT (implication) that discussion does not shift to the HOW (action alternative).

| | "What" implication | "How" alternative |
|---|---|---|
| Major Result Data | What the objective should be<br>What goal we wish to achieve | How we might achieve it<br>Action Alternatives<br>Action Steps |
| | | |

## HANDOUT 59

## GUIDELINES FOR A FISHBOWL TRIO EXERCISE

1. Trio A works and Trio B observes for 10 minutes. Trio B shares observations for 5 minutes.

    Trio A works in the center ring at deriving "what" implications from H41.

    Trio A uses H58 as a worksheet and applies criteria in H57 in deriving implications.

    Trio B observes procedure and uses H57 and H58 as guidelines for observing Trio A application of criteria for deriving implications. Trio B keeps notes and prepares to report.

    When time is called, Trio B shares observations with Trio A.

2. Trio B works and Trio A observes for 10 minutes. Trio A shares observations for 5 minutes.

    Repeat the same procedure as above.

## HANDOUT 60

## IMPLICATIONS DERIVED FROM MRS. JONES'S DATA RESULTS

Mrs. Jones derived the following implications:

1. The children needed to find their own motivations for learning and setting learning goals instead of relying so heavily on the teacher to do this for them.
2. The children needed to discover that almost all of them wanted to be more active in class, rather than continuing to assume the opposite to be true.
3. The children needed to know that the teacher wanted them to help each other. They needed to have positive helping experiences with each other. For this to happen, they would probably need some help in learning to give and receive help in constructive ways.
4. The children needed opportunities to explore openly what they wanted their learning goals to be--without being influenced by their assumptions about what others thought.
5. The high influence children who were seen as among those "most often against the teacher" needed to be involved with the class in reexamining the role of teacher and the norms that the class really wanted to have.
6. The teacher needed to stop and find ways to think about the things she was doing that might be supporting these results!

## HANDOUT 61

## GUIDELINES FOR CONDUCTING A BRAINSTORMING SESSION ON ACTION ALTERNATIVES

Ground rules for brainstorming:

1. Set a time limit (10 minutes)
2. Produce ideas at a rapid-fire pace
3. No discussion or evaluation is permitted
4. The emphasis is on quantity, not quality
5. Suspend judgment for 10 minutes
6. Encourage the practice of hitchhiking on others' ideas
7. Be sure and have a scribe to write all action alternatives

Procedure:

1. In sextet conduct a warm-up exercise for 3 minutes. Brainstorm: "How many things can you do with a brick?"
2. In sextet take 10 minutes to brainstorm as many action alternatives as you can on one or all of the "what" implications derived by Mrs. Jones. (See Handout 60.) Ask two persons in sextet to use newsprint and write the action alternatives. Each person writes on a different sheet of newsprint, alternating in order to capture all ideas produced at a rapid pace.
3. Take 10 minutes to review sextets' results and to move around room to look at results from other sextets.

## HANDOUT 62

## THE ALTERNATIVES IN MRS. JONES'S ACTION PLAN

Mrs. Jones did considerably more work than the handout materials show at this stage in her RUPS project. She developed a long list of action alternatives from her list of implications. She gave special attention to possible actions that could reinforce each other and/or serve several needs at once. She created new force field diagrams for several of her major goals. She rated forces for ease or difficulty of change. She also looked for forces that showed up in more than one force field.

The analysis that Mrs. Jones did earlier in her RUPS project was diagnostic. It was to help spot where she needed to collect more data. This later analysis of forces in several force fields, with ratings of how easy or difficult it might be to change forces, was made to plan an action strategy. In a real RUPS improvement project, you will be aware of many factors beyond those included in this practice simulation of "helping Mrs. Jones." The thing to be aware of is that there are two kinds of analysis you can do with a force field. One is a diagnostic analysis to consider what is known and what needs to be checked into further. The second is a strategy analysis to plan which forces you will try to change and the actions you will take to change them.

On the basis of her strategy analysis and her own feeling of comfort related to each of the action possibilities, Mrs. Jones selected a few of them to try out. Her action plan included the following:

1. Electing a classroom student council with six members, two dropping off and being replaced by newly elected members every two weeks. The function of the council would be to involve the class in problem identification diagnosis, action taking and evaluation as a continuous procedure. The purpose would be to make actual and desired norms open and involve all in decisions about how the class should operate. The teacher would take the role of helping the pupils learn skills of data gathering and feedback and consider the adequacy and acceptability of procedures as they were tried out.

2. The teacher would be especially careful to support the pupils in including data gathering about how her role and behaviors were seen, so that feedback and influence upon her would become legitimate.

3. At the same time the council would be started, a helper program within the classroom would also begin. Sociometric questionnaires would be used to identify who was seen as potential helper to whom in which areas. The teacher would take the role of trainer in conducting skills exercises for the pupils on how to be a helper and helpee. This program would eventually become part of the student council's review responsibility.

4. The most negative high influence children would be grouped with some who were not so negative and would be given the opportunity of working as helpers to an after-school activities club of younger children. The teacher again would take the role of trainer in the skills of being a helper that especially included receiving and using feedback from those being helped.

## HANDOUT 63

## ASSESSMENT OF SUBSET XI: DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

1. Implications from research findings are: (check one)

_____ What ought to be done, given the data

_____ What the objectives should be, given the data

_____ Statements of specific results from the data

2. Action alternatives give you: (check one)

_____ A set of ideas about what needs to be done

_____ Many different ideas of how to achieve objectives

_____ An analysis of the action strategy needed

Answers:

1. Implications from research findings are:

(wrong) What ought to be done, given the data
(Implications from findings are goals about which you next consider what ought to be done.)

(right) What the objectives should be, given the data

(wrong) Statements of specific results from the data
(Statements of specific results from data are research findings! Implications are the goals or objectives derived from these.)

2. Action alternatives give you:

(wrong) A set of ideas about what needs to be done
(Action alternatives are statements of how to achieve objectives.)

(right) Many different ideas of how to achieve objectives

(wrong) An analysis of the action strategy needed
(A strategy analysis to plan action considers action alternatives as well as other factors.)

## SUBSET XII: PLANNING FOR ACTION

100 minutes

### PURPOSE

The activities in this subset are designed to help participants gain skills in considering planning resources when deciding on a strategy for implementing action alternatives.

### OBJECTIVES

Given two papers, "Five Resources in Planning and Taking Action," and "Organizational and Community Conditions Which Influence the Learning Experiences of Children," and given work sheets and directions for trio work, participants will identify and write questions for getting information about supportive resources and management considerations. Participants will also perform a force field analysis on the first action step in Mrs. Jones's action plan.

### LEADER PREPARATION

1. Newsprint sheet (N22) should be ready for display.
2. Handout 68 must be distributed at the beginning of Step 5.
3. Paper and pencils
4. PARTICIPANT MATERIALS

| | |
|---|---|
| Handout 64: | Agenda for Subset XII: Planning for Action |
| Handout 65: | Five Resources in Planning and Taking Action |
| Handout 66: | Organizational and Community Conditions Which Influence the Learning Experiences of Children |
| Handout 67: | Trio Exercise on Discovering Supportive Resources |
| Handout 68: | Notes from Interviews Mrs. Jones Conducted with Principal and Several Teachers in the School (BLUE) |
| Handout 69: | Trio Survey of Management Considerations |
| Handout 70: | Work Sheet for Force Field Analysis of First Action Step in Mrs. Jones's Action Plan |
| Handout 71: | Assessment of Subset XII: Planning for Action |

212

SUBSET XII

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XII | 5 | This allows participants to structure appropriate expectations. |
| 2. Five resources in planning and taking action | 10 | This handout reinforces cognitive learnings and structures several in relation to the RUPS process. Also, this provides additional knowledge in a form that can be referred to later. |
| 3. Consideration of organizational and community conditions | 10 | This illustrates how retrieval of a different kind of research finding from those looked at earlier can help in a different stage of the problem solving process. |
| 4. Trio exercise in discovering supportive resources | 15 | Reinforces awareness of the need to collect new kinds of data from the action setting. Data was collected earlier to clarify the nature of the problem. Later data is to diagnose factors that might influence the plans for action. |
| 5. Mrs. Jones's notes from interviews | 5 | Provides practice in analyzing and considering data relevant to planning action. |
| 6. Trio survey of management considerations | 20 | Provides practice in considering those questions while reinforcing knowledge of the questions. |
| 7. Force field analysis of first action step | 10 | Illustrates use of the force field in relation to planning an action step. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H64, N22 | 1. Call attention to H64 and N22 to show the sequence of steps for this session. |
| H65 | 2. Ask participants to read H65 individually. Note suggestion for trio activity in last paragraph of page 210. |
| H66 | 3. Refer to H66 and ask participants to read it individually. |
| H67 | 4. Ask trios to use H67 and take 10 minutes to build an interview guide for determining supportive resources and helping relationships that Mrs. Jones could use in her school. |
| H68 | 5. Distribute H68 and ask participants to read it individually. |
| H65, H69 | 6. Instruct trios to read H69 and to work for the next 20 minutes on management considerations in H65. |
| H70 | 7. Ask participants to do force field analysis individually using H70. Announce that it will be shared in trios. |

SUBSET XII (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 8. Trio discussion of force field analysis | 20 | Provides practice in applying criteria for this use of the force field. |
| 9. Assessment | 5 | This assures the participant that he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
|  | 8. Direct trios to share force field analyses and discuss them. |
| H71 | 9. Give participants time to answer individually the questions on H71. |

## NEWSPRINT SHEET N22

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XII, Step 1)

## AGENDA FOR SUBSET XII: PLANNING FOR ACTION

1. Introduction to Subset XII agenda
2. Five resources in planning and taking action
3. Consideration of organizational and community conditions
4. Trio exercise in discovering supportive resources
5. Mrs. Jones's notes from interview with principal and several teachers
6. Trio survey of management considerations
7. Force field analysis of first action step
8. Trio discussion of force field analysis
9. Assessment

## HANDOUT 64

## AGENDA FOR SUBSET XII: PLANNING FOR ACTION

Purpose: To gain skills in considering planning resources when deciding on a strategy for implementing action alternatives.

Objectives: After receiving papers on "Five Resources in Planning and Taking Action" and "Organizational and Community Conditions Which Influence the Learning Experiences of Children," work sheets and directions for trio work, participants will identify and write questions for getting information in two categories (supportive resources and management considerations). They will then perform a force field analysis on the first action step in Mrs. Jones's action plan.

Steps:

1. Introduction to Subset XII agenda
2. Five resources in planning and taking action
3. Consideration of organizational and community conditions
4. Trio exercise in discovering supportive resources
5. Mrs. Jones's notes from interviews with principal and several teachers
6. Trio survey of management considerations
7. Force field analysis of first action step
8. Trio discussion of force field analysis
9. Assessment

# HANDOUT 65

## FIVE RESOURCES IN PLANNING AND TAKING ACTION

### 1. Force Field Analysis

Two kinds of analyses can be done on a force field--the diagnostic analysis and the strategy analysis. During the diagnostic phase of problem solving, forces can be ranked for importance and rated for clarity. The force field is then analyzed to consider the need for collecting data to further clarify the problem situation. During the later phase of planning for action, the forces can be rated for changeability. That is, how easy or difficult would it be to change each force? Force fields may be written for each of the forces concerning their changeability. These are analyzed to plan a strategy of action. One generally aims to change those forces that appear high in importance and most changeable.

The following factors are considered in using the force field to plan a strategy of action. There are four ways to cause the situation to change from what it is now.

Add a force

Eliminate a force

Strengthen a force

Weaken a force

Usually we try to bring about change by adding forces. The result is that we don't get closer to the goal, but only wind up with greater forces on both sides and more tension in the situation. It is often helpful to take an approach of seeking to reduce some of the restraining forces, the forces pushing against movement toward the goal. Sometimes it even helps to start by reducing a force pushing toward the goal to reduce tension in the situation. The force field diagram can help you select the forces that might best be used to bring about a constructive change.

## 2. Management Considerations

It will be very important to work through the following management considerations carefully as you carry out your action plan for improvement. It is not intended that these questions imply a general right or wrong way of doing things. Every situation is unique. It is suggested that, in any given situation, the way you work out the answers to these questions of management will strongly influence how your action effort turns out and the kinds of side effects it may have! The overall question that applies to each of the following is: What is the most constructive way to do it this time?

### Questions

A. Is there an awareness among those who will be affected by the proposed change of a need for change?

B. What are your own motives; why do you desire to see this change come about?

C. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?

D. What is the nature of your relationship with those who will be affected by this change? (For example, are you the "helper" and they the "helpees"? Is it the other way around? Are you seen as an authority figure and/or an expert? Did you mutually establish the relationship or is it simply one set up by your roles as with a teacher-pupil, etc. ?)

E. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?

F. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

G. If you and the others have arrived at a point of having some clear intentions for change, what has to happen to move from the stage of having good intentions to the stage of making actual change efforts?

H. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

I. How will you know if the change has really happened, and if so, why it happened, or why it didn't happen?

J. If the change has happened, what support will be necessary in order for it to continue in the new way?

K. Are those who were involved in this effort now more able to carry out other change efforts in the future?

### 3. Helping Relationships

Research indicates most of us benefit from having support from others when we try to do something new or different. In fact, many action efforts never really get started because of lack of active support. In undertaking an improvement effort, whom can you turn to for encouragement, for fresh ideas and ways of looking at the situation, to argue with you to help bring out the things you haven't thought of, etc. ? Whom can you seek out to build these kinds of helping relationships for yourself?

### 4. Scientific Knowledge

Implications for action can be derived from research findings. First, one must retrieve research that fits a particular action question. Research is available not only on classroom conditions which influence children, but also on organizational and community conditions which affect the learning experience of children by influencing the teacher and the ways things happen in a school system.

5. Self-Initiation Skills

The most important resource may well be your own willingness to take initiative. The whole process of problem solving/action taking involves many steps. There are many points along the way where you might get bogged down. It often can be helpful to ask yourself, "Where am I in the process right now and what are the next steps I need to take?" Sometimes it is hard to stir up your initiative to really take a next step. When you get bogged down this way, it can help to take a few minutes to work out a force field on yourself. What are the forces for and against your getting active in moving on to the next step? Once you've spotted these forces, you can work out a plan to support your own initiative.

If time permits, trios can think of and consider the first step which Mrs. Jones might take in starting her action program. Refer to Handout 62, "Alternatives in Mrs. Jones's Action Plan." You are not to decide on one action step, but only to think of possibilities and discuss them.

22

## HANDOUT 66

## ORGANIZATIONAL AND COMMUNITY CONDITIONS WHICH INFLUENCE THE LEARNING EXPERIENCES OF CHILDREN

### Those Who Influence the Direct Workers

What actions of the principal facilitate or inhibit innovativeness of teachers?

Chesler and Barakat reported:

> ... teachers who see their principal as exerting substantial upwards influence with the superintendent and minimal downwards influence on the local staff are most likely to innovate. Some guarantee of professional autonomy in the form of mediation of external pressures and freedom from internal pressures may be at work here. Principal-staff congruence on professional matters seems to be relevant for staff innovation and sharing.... The principal may be more facilitative of professional growth by his indirect efforts at encouraging a supportive peer network than by direct efforts at stimulating teacher change. (1967)

How does the position of the teacher in the informal pattern of faculty relationships influence innovativeness in her classroom? Chesler, Schmuck and Lippitt reported:

> Those teachers who saw themselves involved in dyads or triads were more innovative than those teachers who said they were either isolated or who perceived themselves on the edge or in the middle of large clusters, not in the center, nor in dyads or triads. (1963)

### Those Who Influence the School System as an Organization

In surveying a number of case studies of change in education, MacKenzie noted influence sometimes comes from superintendents, boards of education, citizens, state legislatures, state departments of education and state and federal courts. (1964)

How much influence in the organizational structure should the teacher have on the curriculum in order to share innovations? Chesler, et al., reported:

> If teachers believe that they have influence, they are likely to feel it is worthwhile sharing information with their colleagues. However, if they do not believe they have influence, or if they are alienated from the social system of the school, then they are likely to feel that there is really no point in sharing because no one will listen. This observation is readily supported by data which reveal that teachers who are seen by their colleagues as influential, competent, and enthusiastic about teaching innovate and share more than teachers who are not perceived in this way.

Chesler, et al., reported further:

> The objective structure of the school seems to have a different effect on adoption than on innovation. In those schools where the communication structure was more hierarchical, teachers adopted more often than in schools with a diffuse structure.

On the other hand:

> In those schools where the communication structure was more spread or diffuse, and where almost everyone was linked to someone, teachers innovated and shared more than in schools with hierarchical or nondiffuse structure. (1963)

Are pupils' perceptions of parental attitudes toward school important?

Fox, Lippitt and Schmuck found:

> Indices for parental support of school, self-esteem, and attitudes toward school show that pupils who view their parents as supporting school have higher self-esteem and more positive attitudes toward school than pupils who view less parental support of school. (1964)

Do all the various important reference persons in a child's life have influence on his school behavior? Jung reported the perceived "messages" from others about how to behave at school combine to relate significantly to observations of the socioemotionally handicapped child's positiveness in relating with teachers and peers in the classroom. (1964)

Are there different reference groups within a community which influence the socialization of youth? In 1962, Logan conducted a study in a middle-sized city in which key influencers of youth programs were identified and interviewed. He reported:

> Agreements of division of labor, perceptions of goal similarity, and reports of communication patterns indicate a meaningful structuring of the youth development and individuals whose youth development tasks are
>
> a. therapeutic services, law enforcement and social control
> b. formal education
> c. economic integration
> d. religious development, recreation, leisure time activity

Logan found: "Beliefs about best ways of working with children and youth differ according to which youth development area one belongs to." He found further:

> Some youth behaviors are positively valued and viewed as worthy of support; others are disliked and ones we would like to change. There is a fair amount of agreement in the youth development community that work achievement behavior (ambitious, good workers, striving to do better) and social relations behavior (being cooperative, getting along well with others, respecting others) are the most desired behaviors. There is stronger agreement that the most disliked behavior, or behavior that most needs changing is social relationships behavior (disrespect for others, disrespect for authority, misbehaving legally, being poor citizens). The different subparts have different views about this. There is a general agreement in the community that the family is a primary source of the development of positive youth behavior. There is much stronger agreement that the family is the source of negative youth development. (1962)

How adequate is the training generally available to those who work with youth? Morse, Dunn and Bloom found that teachers responses concerning their orientations toward working with youth were not significantly related to reports of their pupils, or reports of trained observers, as to how they actually were working with youth. (1960) Jung found no significant relationship between teachers' awareness of "good classroom group dynamics" principles and the extent to which they practiced these principles in their classrooms. (1961) Knowing and believing are not the same as doing!

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## HANDOUT 67

## TRIO EXERCISE ON DISCOVERING SUPPORTIVE RESOURCES

Mrs. Jones decided to investigate the supportive resources she could count on at school in order to supplement her force field analysis of her first action step.

Construct a questionnaire to use in interviewing the school principal and several teachers to ascertain the kind of support in the school Mrs. Jones can expect and to identify persons with whom helping relationships can be explored and built for trying out new ideas. (Refer to Handouts 65 and 66 for ideas.)

## HANDOUT 68

## NOTES FROM INTERVIEWS MRS. JONES CONDUCTED WITH PRINCIPAL AND SEVERAL TEACHERS IN THE SCHOOL

### The Principal

Mrs. Jones's principal was impressed by the data she collected. He encouraged her to talk with the other teachers about her plans. He asked her to think about ways to inform parents of her children about some of her plans which the children would be likely to mention at home. He offered to help with this.

### Other Teachers

Mrs. Fisher and Miss Arno were enthusiastic about her ideas. They asked to be kept informed and offered to help by observing her class if asked.

Mr. Thomas suggested that she try her ideas one at a time to get a clearer picture of what was working.

Mrs. Blakely questioned whether these efforts were worth so much time and energy. Mrs. Blakely's friend, Mrs. Town, asked Mrs. Jones if she didn't feel she was going beyond the responsibilities of the teacher.

Six other teachers expressed interest and asked to be kept informed.

Four other teachers did not seem interested.

All of the teachers that Mrs. Jones talked to said they had tried one or more of the kinds of ideas she was planning at some time. In this first round of questioning, she did not explore these claims in detail.

## HANDOUT 69

## TRIO SURVEY OF MANAGEMENT CONSIDERATIONS

Taking into consideration all information on Handouts 65, 66, 67 and 68, and the alternatives in Mrs. Jones's action plan from Handout 62, work as a trio and produce appropriate responses to each one of these management consideration questions from Handout 65.

| | Answer How Things Seem to be Now | Answer How You Think Things Should Be |
|---|---|---|
| 1. Is there awareness among those who will be affected of a need for change? | | |
| 2. What are your (Mrs. Jones) own motives for desiring the change? | | |
| 3. What are the motives of those who will be affected? | | |
| 4. What is the nature of your (Mrs. Jones) relationship with those who will be affected? | | |
| 5. Are those who will be affected working on clarifying the situation? | | |
| 6. Are those affected involved in considering how to bring about change? | | |
| 7. What has to happen to move from intentions to making actual change efforts? | | |
| 8. Are those affected the ones carrying out the plan? | | |

| | Answer How Things Seem to be Now | Answer How You Think Things Should Be |
|---|---|---|
| 9. How will you (Mrs. Jones) know if the change has really happened? | | |
| 10. If change happens, what support will be necessary to continue in the new way? | | |
| 11. Are those involved in the effort more able to carry out other change efforts in the future? | | |

## HANDOUT 70

## WORK SHEET FOR FORCE FIELD ANALYSIS OF FIRST ACTION STEP IN MRS. JONES'S ACTION PLAN

1. The election of a classroom student council is planned with six members, two dropping off and being replaced by newly elected members every two weeks. The function of the council would be to involve the class in problem identification diagnosis, action taking and evaluation as a continuous procedure. The purpose would be to make actual and desired norms open and involve all in decisions about how the class should operate. The teacher would take the role of helping the pupils learn skills of data gathering and feedback and consider the adequacy and acceptability of procedures as they were tried out.

### Procedure

1. Do an individual force field on the above action step.
2. Rate the changeability of each force in your force field as "hard," "medium" or "easy" to change.
3. Share and discuss force fields in trios.

| Forces For → | ← Forces Against |
|---|---|

## HANDOUT 71

## ASSESSMENT OF SUBSET XII: PLANNING FOR ACTION

1. When doing a strategy analysis on a force field to plan action, you: (check one)

   _____ Rank order the importance of the forces

   _____ Rate each force for clarity

   _____ Rate each force for changeability

2. In any future RUPS improvement project you undertake, the correct answers to the following management questions will be:

   a. Are those who will be affected by the change working with you on clarifying the nature of the situation?

      Yes _____ No _____ Maybe _____

   b. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

      Yes _____ No _____ Maybe _____

   c. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

      Yes ____ No _____ Maybe _____

Answers:

1. When doing a strategy analysis on a force field to plan action, you:

   (wrong) Rank order the importance of the forces
   (This is part of diagnostic analysis)

   (wrong) Rate each force for clarity
   (This is part of diagnostic analysis)

   (right) Rate each force for changeability

2. In any future RUPS improvement project you undertake, the correct answers to the following management questions will be:

   a. Are those who will be affected by the change working with you on clarifying the nature of the situation?

      Yes (wrong) No (wrong) Maybe (right)

   b. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

      Yes (wrong) No (wrong) Maybe (right)

   c. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

      Yes (wrong) No (wrong) Maybe (right)

(Every situation will be unique. In an actual project, the answers to these questions may be yes sometimes and no at other times. When answering the above questions about any future project, the correct answer has to be maybe.)

## SUBSET XIII:
## SMALL GROUP DYNAMICS

145 minutes

### PURPOSE

The activities of this subset are designed to allow participants:

To become familiar with additional data-gathering tools

To apply acquired knowledge and skills to a small group planning task and objectively analyze the small group's dynamics

To produce a plan for use when explaining the RUPS process "back home"

### OBJECTIVES

Given a set of procedures, participants will scan and share ideas found in the remaining chapters of Diagnosing Classroom Learning Environments.

Given an assignment, the sextets will produce a plan to explain the RUPS process to a specific "back home" group.

Given a planning meeting and Handout 75, "Five Dimensions of Group Growth," participants will rate their small group dynamics, analyze and interpret their ratings.

### LEADER PREPARATION

1. Newsprint (N23) should be ready for display.
2. Paper and pencils
3. PARTICIPANT MATERIALS

Handout 72: Agenda for Subset XIII: Small Group Dynamics
Handout 73: Instructions for Reading in Diagnosing Classroom Learning Environments
Handout 74: Planning Assignment
Handout 75: Five Dimensions of Group Growth
Handout 76: Rating of Group Planning Meeting
Handout 77: Composite Rating of Group Planning Meeting
Handout 78: Assessment of Subset XIII: Small Group Dynamics

## SUBSET XIII

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XIII | 5 | This allows participants to structure appropriate expectations. |
| 2. Review RUPS model | 5 | A continual reinforcement of the circular and dynamic nature of the model will increase the probability of its being learned by the participants. |
| 3. Read chapters remaining in Diagnosing Classroom Learning Environments | 25 | Familiarizing oneself with additional data-gathering tools will broaden the perspective of the participants, as well as reinforce the concept of evaluation as a function of the ongoing process and integral to it. |
| 4. Plan a session to explain the RUPS process "back home" | 45 | Planning a presentation of the model to a group back home should increase the probability of participants both remembering and using it. |
| 5. Read "Five Dimensions of Group Growth" | 10 | Handout 75, "Five Dimensions of Group Growth," will be read in the context of a small group, switching attention from trios to the dynamics of a small group. It should provide a base for applying the trio team-building skills to work in small groups. |
| 6. Evaluate the planning session | 10 | Rating self on scales derived from Handout 75 should reinforce the ideas on that paper, as well as provide an objective base for the discussion that follows. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| N23, H72 | 1. Call attention to H72 and N23, pointing out the sequence of activities. |
| N11 | 2. In this review of the RUPS model stress the tendency of people to want to proceed in a straight line from 1 to 2 to 3 and so forth. Reinforce the dynamic nature of the model, using N11. It usually needs to be a "back up, go forward, back up, go forward" process. |
| H73 | 3. Ask participants to meet in their sextets to use H73. Explain that following the instructions will give the participants the opportunity to familiarize themselves with the rest of the tools. Scanning these chapters will also give the participants a chance to broaden their perspective of kinds of problems they might tackle when they return home. |
| H74 | 4. Inform the sextets they will have 45 minutes in which to accomplish the task called for in H74. Explain that this task will serve as preparation for study of small group dynamics in the next steps. |
| H75 | 5. Direct the participants to read H75 individually, explaining that the paper offers a way to look at how groups grow and it may furnish ideas for assessing the planning session just concluded. |
| H76 | 6. Refer to H76. Tell the participants to follow the instructions, explaining that this is a data-gathering step before a discussion of the planning session. |

SUBSET XIII (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 7. Composite rating of group planning meeting | 10 | Producing a composite of individual ratings is part of analysis from which the interpretive discussion of the groups' dynamics can follow. |
| 8. Discussion of what happened during the planning session | 30 | Discussing their planning session within the framework provided by Steps 5, 6 and 7 will give an opportunity to clarify the concepts in Handout 75 as well as an opportunity to practice and reinforce the team-building skills used throughout the workshop. |
| 9. Assessment | 5 | This assures the participant he has mastered the major cognitive learnings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H77 | 7. Ask participants to meet in their sextets to use H77. Instruct them to produce a composite group evaluation of their planning session, following the instructions given. |
| | 8. Direct the participants to discuss their composite ratings. (H74, H75, H76 and H77 should be used to guide the discussion.) Suggest that the sextet discussion might include the following: (1) the reasons for wide ranges of participant ratings on any items; (2) what rating means in terms of how the sextet has developed throughout the workshop along the five dimensions given in H75; (3) (3) effect of their group process rating on actual commitment to plan produced (how they feel about it and use they may ultimately make of it). |
| H78 | 9. Give time for participants to answer individually the question on H78. |

## NEWSPRINT SHEET N23

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XIII, Step 1)

## AGENDA FOR SUBSET XIII: SMALL GROUP DYNAMICS

1. Introduction to Subset XIII agenda
2. Review RUPS model
3. Read remaining chapters in Diagnosing Classroom Learning Environments
4. Sextets plan a session to explain the RUPS process to a group in their own schools
5. Read "Five Dimensions of Group Growth"
6. Evaluate the planning session
7. Composite rating of group
8. Discussion of what happened during the group planning session
9. Assessment

## HANDOUT 72

## AGENDA FOR SUBSET XIII: SMALL GROUP DYNAMICS

Purpose: To become familiar with additional data-gathering tools.

To apply knowledge and skills acquired to a small group planning task and objectively analyze the small group's dynamics.

To produce a plan for use when explaining the RUPS process in own school.

Objective: Given a set of procedures, participants will scan and share ideas found in the remaining chapters of Diagnosing Classroom Learning Environments. Given an assignment, the sextets will produce a plan to explain the research utilizing problem solving process to a specific back home group. Given a planning meeting and Handout 75, "Five Dimensions of Group Growth," participants will rate their small group dynamics and analyze and interpret their ratings.

Steps:

1. Introduction to Subset XIII agenda
2. Review RUPS model
3. Read remaining chapters in Diagnosing Classroom Learning Environments
4. Plan a session to explain the RUPS process "back home"
5. Read "Five Dimensions of Group Growth"
6. Evaluate the planning session
7. Composite rating of group
8. Discussion of what happened during the group planning session
9. Assessment

# HANDOUT 73

## INSTRUCTIONS FOR READING IN "DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS"

Task: Rapidly scan remaining chapters of Diagnosing Classroom Learning Environments in sextets.

Procedure:

1. Each person in the sextet accepts the assignment to scan one of the remaining chapters in the book. The chapters should be read in a rapid, skimming manner. Major tools for evaluating should be noted for sharing during the sextet discussion.

2. In the sextet, share and discuss major data-gathering tools in the six chapters. Focus on helping each other identify and clarify the major evaluating tools. Pay particular attention to the fact that evaluating is viewed as an ongoing process, closely related to other classroom processes.

## HANDOUT 74

## PLANNING ASSIGNMENT

Task: To design a one-hour session that any of you could put on for a faculty of thirty with the purpose of giving them an understanding of the RUPS process.

## OUR PLAN FOR A ONE-HOUR SESSION

## HANDOUT 75

## FIVE DIMENSIONS OF GROUP GROWTH

There are five dimensions along which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

### Membership

When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you are being serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will membership in this group hold the same values and attitudes? Will membership in this group facilitate or conflict with other roles you have in life? Will membership in this group be stimulating, boring, exciting, threatening, rewarding, inconsequential?

### Influence

As the meaning of membership becomes clearer, attention generally turns to questions of influence. Who is the leader of this group? Is there a chairman? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or carry leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

## Feelings

As norms of membership and influence become clear, the expression of feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly so that it can be worked out constructively? Can you express your feelings freely as they occur so you don't have to bottle them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than as a destructive attack? Again, is expression of positive feelings seen as honest feedback, rather than as simply trying to influence or "gild the lily"?

## Individual Differences

Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings where each sees the others as likable because they are pretty much the same as himself. This is sometimes referred to as the "honeymoon stage." If enough trust develops, the members may begin to be able to both recognize and value the individual differences that each possesses. A new set of questions takes on meaning. Do the members take time and effort to learn about experiences, attitudes, knowledge, values, skills and ideologies of each other? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues? Do they let each other know they appreciate these differences even when they don't necessarily agree with them?

## Productivity

Most groups exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mousetraps or to improve the learning experiences of children. The product of many groups tends toward a "lowest common denominator" of that potential which the individuals in the group are capable. Depending on how norms of membership, influence, feelings and individual differences get worked out, a group can reach a level of creative productivity. Ideas of different individuals can be combined into better new ideas which no one would have thought of alone. These questions become important. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent on diagnosing situations to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly as opposed to moving quickly toward action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support time and ways for you to give your reactions and ideas?

## Results

There are two kinds of results from the ways a new group works out these five dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. There may be confusion and frustration where individuals readily leave the group.

## HANDOUT 76

## RATING OF GROUP PLANNING MEETING

Instructions: Circle the number on each scale which comes closest to being your assessment of the planning meeting just completed.

1. How clear were you about your membership role in the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Completely confused | Clear on some things, confused about others | Completely clear |

2. How completely did you share your ideas in the meeting?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| I did not share any of my ideas | I shared about half of my ideas | I completely shared every idea that occurred to me |

3. To what extent were your efforts to influence the meeting successful?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Nothing I did had any influence on the group | About half of my attempts influenced the group | I strongly influenced the group every time I tried |

4. How clearly did you communicate your positive and negative feelings when you were aware of them?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Not at all--no one knows how I was feeling | I communicated to them clearly half of the time | Completely clear to everyone |

5. How clear were you about how others were feeling in the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| I had no idea about how anyone felt | I was clear about half of the group | I knew exactly how everyone felt |

6. To what extent did the team benefit from the unique contribution of each person in it? (By virtue of his role in the system, training, experience, etc.)

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Not at all--no real benefit from anyone | About 50-50 | Completely--benefited from everyone in the group as much as possible |

7. To what extent did the team work at discovering how your unique background and role could contribute to what was going on?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| They didn't find out anything about me that would have helped | They got about half of the contribution I could have made | They found out everything about me that could be of any help |

8. How productive was the work of the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Completely unproductive--nothing worthwhile | About half as productive as we could have been | Very productive--as much as possibly could have been done |

9. How creative was the plan produced? (For example, actively testing and building on each other's ideas)

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

| | | |
|---|---|---|
| Not creative at all--the plan came out of the lowest common denominator of ideas from the group | About 50-50 | Extremely creative plan--is better than anyone could have come up with alone |

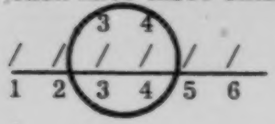
## HANDOUT 77

### COMPOSITE RATING OF GROUP PLANNING MEETING

**Instructions:**

1. Record the ratings on this chart as each individual reports his ratings for each item.

2. Circle the point on each scale where the largest number of ratings occur. For example, if two consecutive numbers each have three ratings, circle both numbers.



3. Connect the circles with a line, producing a profile of your group work during the planning session.

1. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

2. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

3. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

4. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

5. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

6. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

7. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

8. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

9. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

## HANDOUT 78

## ASSESSMENT OF SUBSET XIII: SMALL GROUP DYNAMICS

1. The five dimensions of group growth are: (check five)

_____ Consensus

_____ Membership

_____ Task Accomplishment

_____ Influence

_____ Reward System

_____ Feelings

_____ Structure

_____ Individual Differences

_____ Productivity

_____ Maintenance

Answers:

1. The five dimensions of group growth are: (check five)

(wrong) Consensus
(right) Membership
(wrong) Task Accomplishment
(right) Influence
(wrong) Reward System
(right) Feelings
(wrong) Structure
(right) Individual Differences
(right) Productivity
(wrong) Maintenance

## SUBSET XIV:
## PLANNING YOUR BACK HOME RUPS PROJECT

180 minutes

### PURPOSE

The activities of this subset are designed to allow the participants:

To begin work on identifying a real problem for a back home RUPS improvement project

To review and reinforce the RUPS model and other major cognitive learnings of the workshop

### OBJECTIVES

Given instructions and support materials, each participant will write problem statements and a force field analysis for a back home RUPS project. With reference to guidelines and criteria given in earlier subsets, these statements will be critiqued in sextets.

Given instructions, each participant will do a force field on his abilities to follow through on a back home RUPS project and share these in his sextet. Two follow through meetings will be specified. With reference to the assessment handouts from all subsets, participants will review all major cognitive learnings to insure mastery.

### LEADER PREPARATION

1. Newsprint (N24) should be ready for display.
2. Newsprint and felt-tip pens for use during Step 3.
3. Newsprint (N25) should be ready for use during the critique in Step 4.
4. PARTICIPANT MATERIALS

Handout 79: Agenda for Subset XIV: Planning Your Back Home RUPS Project
Handout 80: Back Home Problem Statement and Force Field Analysis
Handout 81: Plans for a RUPS Project
Handout 82: Force Field on Myself
Handout 83: Plans for Followup Sessions I and II
Handout 84: Assessment of Subset XIV: Planning Your Back Home RUPS Project

SUBSET XIV

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XIV | 5 | This allows the participants to structure appropriate expectations. |
| 2. Discuss possible back home problems for a RUPS project | 10 | Having sextets discuss possible problems to work on at home promotes a range of considerations. |
| 3. Write a back home problem statement and force field analysis | 30 | This begins the back home follow through project in the content of teamwork relationships which have developed during the workshop. |
| 4. Critique each other's problem statements and force field analyses | 45 | This provides assessment of skills applied in beginning to formulate the back home projects. |
| 5. Overview of back home RUPS project guidance materials | 30 | This familiarizes participants with the forms provided to use in carrying out their back home RUPS project and anticipates sharing of the two followup meetings. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H79, N24 | 1. Call attention to H79 and N24, introducing the sequence of activities for the subset. |
| | 2. Have the participants meet in their sextets. Ask them to take 10 minutes to discuss the kinds of problems they think they might like to work on at home. Explain that their discussion will serve as preparation for the next step, which they will do individually. |
| H80 | 3. Direct the participants to use H80 to answer individually a problem statement for a goal they really want to work on when they get home, and do a force field analysis of their improvement goal. Remind them of Handouts 6 and 19 which give criteria and guidelines. Distribute sheets of newsprint and felt-tip pens on which they are to copy their statement and force field explaining that the critique will be written. Emphasize this is the start of the back home follow through project. |
| N25 | 4. Direct participants to post their newsprint problem statements and analyses on the wall. Announce a general critique that follows directions posted on N25. Explain that the critique should be as thorough as possible. Participants should continually check what they are reading against the criteria. Reinforce the first direction that participants should critique as many products as possible in the time available. |
| H81 | 5. Refer to H81. Take time to go through the entire workbook with participants, showing that all necessary instructions are given and that there are extra forms for the various parts of the process. Stress that there will be two followup meetings of the trios in the coming weeks. Point out possible options in case a meeting of the entire workshop for these sessions is not feasible. |

SUBSET XIV (continued)

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 6. Individuals write a force field about carrying out back home RUPS project | 10 | Provides a chance to identify resistances. |
| 7. Sextets share individual force fields | 20 | Provides teamwork support for considering ways to overcome resistances and strengthen facilitative forces. |
| 8. Announce plans for followup sessions | 5 | Specifies expectations for followup meetings. |
| 9. Review assessments | 25 | Reinforces cognitive learnings and assures participants of their mastery. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H82 | 6. Refer to H82. Tell the participants to follow the instructions on this handout. Announce that these personal forces for and against doing a back home project will be shared in the sextets. |
| | 7. Direct the participants to share their force fields on probabilities in sextets. |
| H83 | 8. Direct participants to H83. Individuals should enter the dates, times and places for their followup trio sessions. |
| H84 (Refer to 13 previous assessment handouts) | 9. Direct participants to N84. Refer them to the assessment handouts from each of the previous subsets. Emphasize the importance of their mastering the cognitive learnings of these assessments as they move now toward carrying out their own real RUPS project. Note that H84 which assesses their knowledge of the RUPS model is especially important as a guide to conducting a RUPS project. Ask them to review individually all the assessment handouts to be sure they have mastered the cognitive learnings. (Handouts 4, 12, 17, 23, 27, 34, 38, 43, 49, 55, 63, 71, 78) |

## NEWSPRINT SHEET N24

(Copy this sample on a large sheet of newsprint and have ready to use in Subset XIV, Step 1)

## AGENDA FOR SUBSET XIV: PLANNING YOUR BACK HOME RUPS PROJECT

1. Introduction to Subset XIV agenda
2. Discussion of possible back home problems for a RUPS project
3. Write a back home problem statement and force field analysis
4. Critique each other's problem statements and force field analyses
5. Overview of back home RUPS project guidance materials
6. Write an individual force field about carrying out back home RUPS project
7. Share individual force fields in sextet
8. Announce plans for followup sessions
9. Review assessment

## HANDOUT 79

## AGENDA FOR SUBSET XIV: PLANNING YOUR BACK HOME RUPS PROJECT

**Purpose:** To begin work on identifying a real problem and plan for a back home RUPS improvement project

To review and reinforce the RUPS model and other major cognitive learnings of the workshop

**Objective:** Given instructions and support materials, each participant will write problem statements and a force field analysis for a back home RUPS project. With references to guidelines and criteria given in earlier subsets, these statements will be critiqued in sextets. Given instructions, each participant will do a force field on following through on a back home RUPS project to share in sextets. Two follow through meetings will be specified. With reference to the assessment handouts from all subsets, participants will review all major cognitive learnings to insure mastery.

**Steps:**

1. Introduction to Subset XIV agenda
2. Discussion of possible back home problems for a RUPS project
3. Write a back home problem statement and force field analysis
4. Critique each other's problem statements and force field analyses
5. Overview of back home RUPS project guidance materials
6. Write an individual force field on carrying out back home RUPS project
7. Share individual force fields in sextet
8. Announce plans for followup sessions
9. Review assessment

## HANDOUT 80

## BACK HOME PROBLEM STATEMENT AND FORCE FIELD ANALYSIS

1. Statement of a problem I think I want to work on:

2. Force field analysis of my improvement goal:

Goal:

| Forces For → | ← Forces Against |
|---|---|
| | |

Take the last five minutes of this period to copy your problem statement and force field on newsprint for others to critique.

Instructions:

1. Write your problem statement and force field analysis on a large piece of newsprint
2. Post your newsprint with another piece of newsprint next to it for written critiques from others

This space is for notes you may wish to copy from the critique statements which others wrote on your newsprint.

Critique of problem statement:

Critique of force field analysis:

## NEWSPRINT SHEET N25

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XIV, Step 4)

## DIRECTIONS FOR CRITIQUE

1. Read the statements as posted, get to as many as possible during time allowed.
2. On the newsprint provided write any critique you may have of the problem statement and/or the force field.
3. Sign your critique.

## HANDOUT 81

## PLANS FOR A RUPS PROJECT

This folder contains a number of blank forms to use as an aid in carrying out a real RUPS project back home. It is suggested you use these and keep them filed in chronological order to refer to as a way of keeping track of your progress.

| | |
|---|---|
| Form 1 | is for keeping track of when you are working on different parts of the RUPS model |
| Form 2 | is for writing statements of your problem |
| Form 3 | is for writing force fields |
| Form 4 | is for making data-gathering plans |
| Form 5 | is for stating results from data, deriving implications and listing possible action alternatives |
| Form 6 | is for stating action plans |
| Form 7 | is for recording major changes and goals achieved |

There may not be enough blank forms for your project. If you need additional copies of any form, simply write them out for yourself on blank sheets of paper.

## FORM 1

## PROGRESS RECORD OF A RUPS PROJECT

This RUPS project is concerned with:

Approximate dates that I worked on different phases of the RUPS project are recorded below.

| Date | Phase |
|---|---|

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.

The phases of the RUPS model are listed below as a reminder. You may repeat some of these plans several times in carrying out a project

- Identify concern
- Diagnose situation
- Consider action alternatives
- Test selected alternatives
- Adopt and diffuse
- Retrieve knowledge of setting
- Derive implication from knowledge of setting
- Retrieve scientific knowledge
- Derive implications from scientific knowledge

Date: ____________

FORM 2

PROBLEM STATEMENT NO. ___

Date: ____________

## FORM 3

## FORCE FIELD NO. ___

Goal:

| Forces For → | ← Forces Against |
|---|---|

Date:____________

## FORM 4

## DATA-GATHERING PLAN No.___

Force about which data is to be gathered:

From whom (or where) data is to be gathered:

Way in which data is to be gathered (tools, observation plan, questions to be asked, etc.):

Date:______________

## FORM 5

## RESULT, IMPLICATIONS AND ACTION ALTERNATIVES

A major result from the data is:

One implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Another implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Another implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Date:______________

## FORM 6

## STATING ACTION PLANS

The major parts of the action plan include:

Resources I have considered in carrying out the action plan include (e.g., management considerations, helping relationships, own initiative, etc.):

Date:____________

## FORM 7

## MAJOR CHANGES AND GOAL PREPARED

A major change in the forces of the problem that has taken place:

Concrete evidence that this change has taken place in the forces:

A major goal that has been achieved:

Concrete evidence that this goal has been achieved:

# HANDOUT 82

## FORCE FIELD ON MYSELF

Instructions: Identify the forces for and against your moving ahead to carry out a RUPS improvement project back home.

### FORCES WHICH WILL AFFECT THE PROBABILITY OF MY DOING A RUPS PROJECT

| Forces For → | ← Forces Against |
|---|---|
| | |

## HANDOUT 83

## PLANS FOR FOLLOWUP SESSIONS I AND II

Followup Session I will be held on ____________________ (date)

at ______________ (time) o'clock. We will meet at ____________________ (place).

The meeting will end at ____________________ (time) o'clock.

Followup Session II will be held on ____________________ (date)

at ______________ (time) o'clock. We will meet at ____________________ (place).

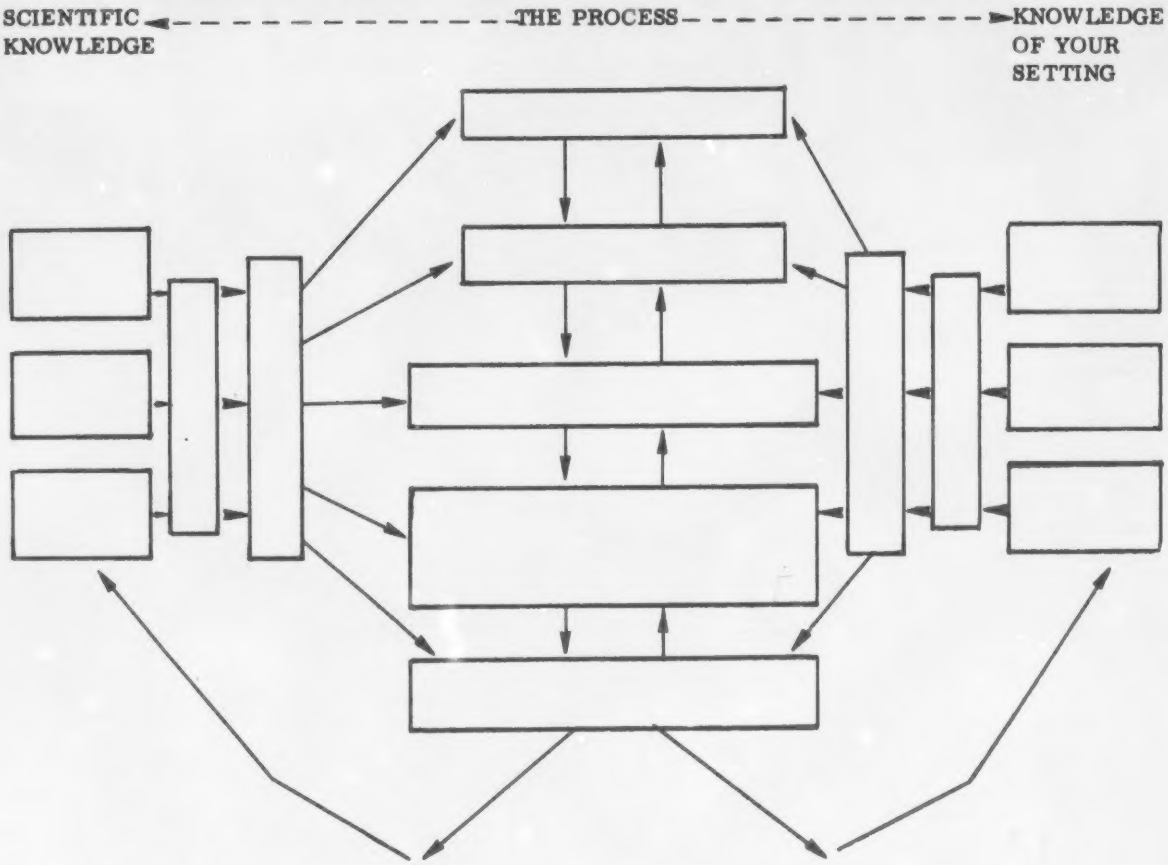
The meeting will end at ____________________ (time) o'clock.

The purpose of the two followup sessions is to help each other analyze progress and plans for your back home RUPS projects. You will meet and work in your original workshop trios. You are to bring all of the materials from the workshop to these sessions so that you will have them to refer to if needed. You are to bring any materials you have developed as part of your actual back home RUPS project. You will help each other consider where you are and what steps are needed next in relation to the RUPS model. You will critique problem statements, force fields, data-gathering plans and results, action plans and outcomes.

## HANDOUT 84

## ASSESSMENT OF SUBSET XIV: PLANNING YOUR BACK HOME RUPS PROJECT

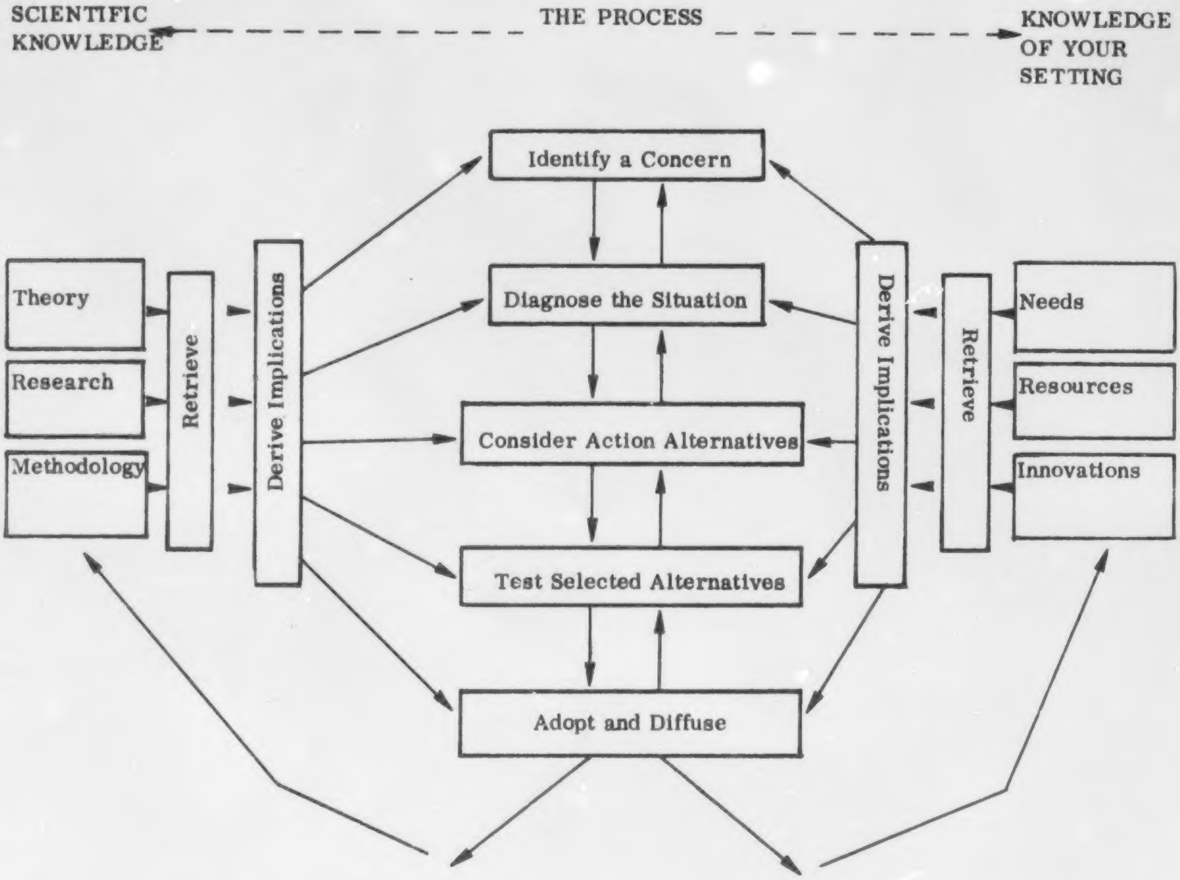
1. **Fill in the missing labels in the empty boxes of the Research Utilizing Problem Solving Model below.**


SCIENTIFIC KNOWLEDGE
THE PROCESS
KNOWLEDGE OF YOUR SETTING

272

Answer:

1. Fill in the missing labels in the empty boxes of the Research Utilizing Problem Solving Model below.


SCIENTIFIC KNOWLEDGE
THE PROCESS
KNOWLEDGE OF YOUR SETTING
Identify a Concern
Diagnose the Situation
Consider Action Alternatives
Test Selected Alternatives
Adopt and Diffuse
Theory
Research
Methodology
Retrieve
Derive Implications
Derive Implications
Retrieve
Needs
Resources
Innovations

## SUBSET XV:
## FOLLOWUP SESSION I

195 minutes

### PURPOSE

The activities of this subset are designed to provide support for carrying out a back home RUPS project and further practice in applying RUPS skills.

### OBJECTIVES

Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans for support and the next steps of his project.

### LEADER PREPARATION

1. Newsprint sheet (N26) should be ready for display.

2. Paper and pencils

3. PARTICIPANT MATERIALS

   Handout 85: Agenda for Subset XV: Followup Session I
   Handout 86: Analyzing Progress of a RUPS Project
   Handout 87: Developing Back Home Support to Carry Out a RUPS Project
   Handout 88: Next Steps of My RUPS Project

SUBSET XV

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XV | 5 | This allows participants to structure appropriate expectations. |
| 2. Discuss rewards and frustrations of individual RUPS projects | 15 | This initiates sharing of RUPS projects beginning with aspects which are most relevant emotionally. |
| 3. Analyze progress of RUPS projects | 90 | Work in the trios takes advantage of helping norms developed during the workshop. This should increase the validity of applying the RUPS skills criteria to analyzing progress. |
| 4. Consider support needed | 30 | This activity emphasizes value of seeking back home teamwork support, comparable to the trio, to support conditions that have been experienced. |
| 5. Plan next steps | 20 | This directs attention to clarifying next actions and making a psychological commitment to them. |
| 6. Share plans | 30 | This provides opportunity for critique and socially reinforced commitment. |
| 7. State time of next session | 5 | This assures shared awareness of next meeting time and place and reinforces the need to bring materials. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H85, N26 | 1. Refer to H85 and N26 in reviewing the agenda. Note that participants will work in the original workshop trios throughout this session. |
| | 2. In trios, each person is to share briefly the most rewarding and the most frustrating experience encountered thus far in working on a RUPS project. |
| H86 | 3. Instruct participants to use H86 to help analyze each other's progress in carrying out RUPS projects. Working in trios, they will have 30 minutes to work on each member's project. |
| H87 | 4. Instruct participants to use H87 as a guide in helping trio members consider support they need in continuing to carry out their RUPS projects. |
| H88 | 5. Direct participants to spend 10 minutes alone using H88 to specify plans for next steps to take on their RUPS projects. |
| | 6. Have participants share plans for next steps in trios. |
| | 7. Announce the time and place of Followup Session II. Remind participants to bring their materials from the original workshop and their back home RUPS projects. |

## NEWSPRINT SHEET N26

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XV, Step 1)

## AGENDA FOR SUBSET XV: FOLLOWUP SESSION I

1. Introduction to Subset XV agenda
2. Discuss rewards and frustrations of RUPS projects
3. Analyze progress of RUPS projects
4. Consider support needed
5. Plan next steps
6. Share plans
7. State time of next session

## HANDOUT 85

## AGENDA FOR SUBSET XV: FOLLOWUP SESSION I

Purpose: To provide support for carrying out back home RUPS projects and further practice in applying RUPS skills.

Objective: Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans for support and the next steps of his project.

Steps:

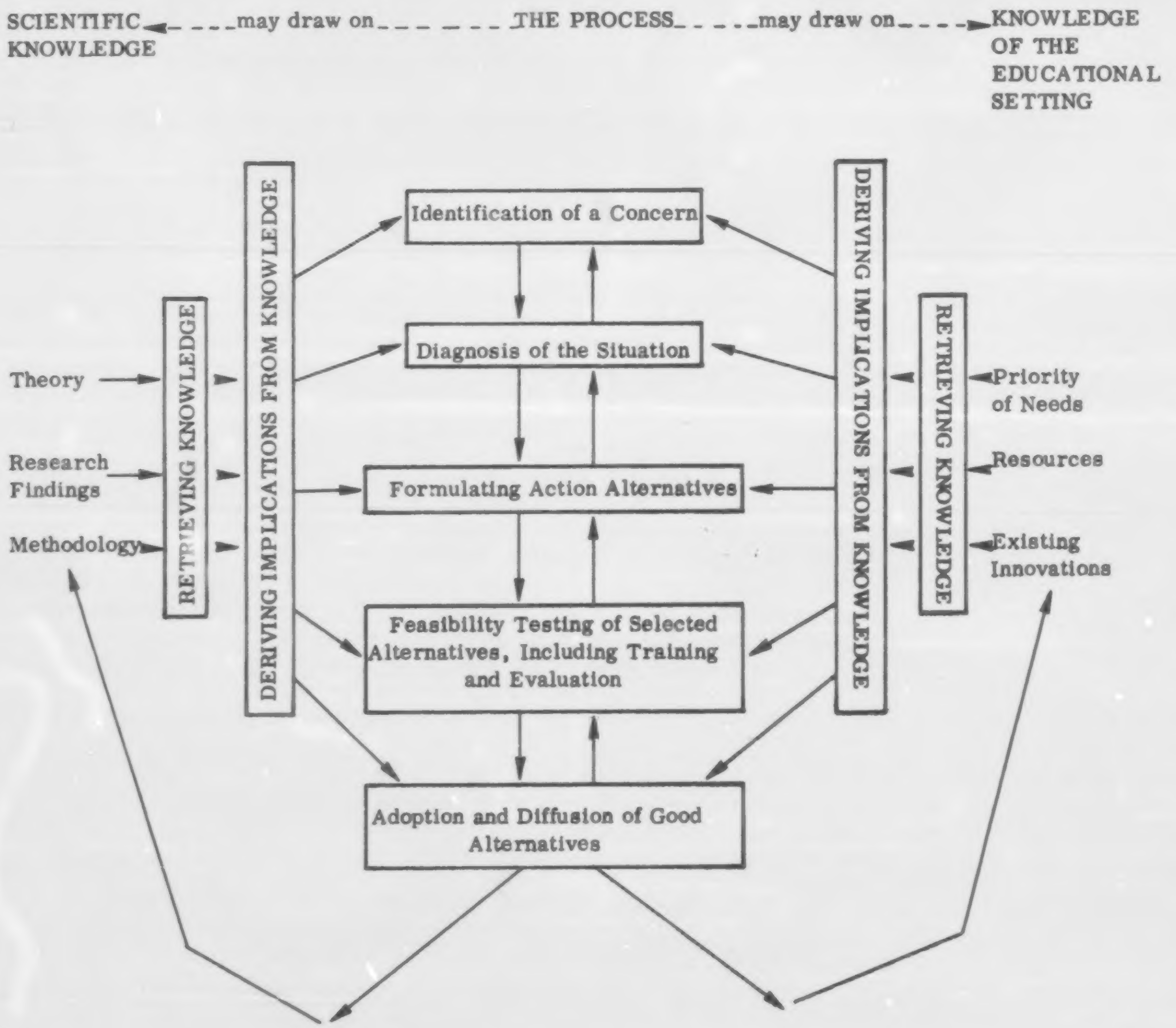
1. Introduction to Subset XV agenda
2. Discuss rewards and frustrations of RUPS projects
3. Analyze progress of RUPS projects
4. Consider support needed
5. Plan the next steps
6. Share plans
7. State time of next session

## HANDOUT 86

## ANALYZING PROGRESS OF A RUPS PROJECT

It is suggested that you use the following ideas to help other trio members consider the progress being made on their RUPS projects.

First: Help the person consider where he is on the RUPS diagram. Which phases of the RUPS process has he covered? Has he cycled back to repeat some phases in light of new information gained? What evidence can he show of the phases he has been through? What phase is he in right now? Is he clear about this? Are his current efforts appropriate or does it appear that he should be in a different phase right now? Use the diagram of the RUPS model below to work out the answers to these questions with him.


SCIENTIFIC KNOWLEDGE
may draw on
THE PROCESS
may draw on
KNOWLEDGE OF THE EDUCATIONAL SETTING
Theory
Research Findings
Methodology
RETRIEVING KNOWLEDGE
DERIVING IMPLICATIONS FROM KNOWLEDGE
Identification of a Concern
Diagnosis of the Situation
Formulating Action Alternatives
Feasibility Testing of Selected Alternatives, Including Training and Evaluation
Adoption and Diffusion of Good Alternatives
DERIVING IMPLICATIONS FROM KNOWLEDGE
RETRIEVING KNOWLEDGE
Priority of Needs
Resources
Existing Innovations

Second: Critique the quality of the work done so far. Were the four guideline questions clearly answered in writing the problem statement(s)? Are the forces in force field stated specifically enough to know who to go to and what to ask in order to clarify a force? Are force fields rank ordered for importance and rated for clarity? Was data collected in order to clarify forces in the force field? Were results from data written out and implications derived from them prior to considering action alternatives? Was action planned using force fields to consider ways to strengthen and/or weaken specific forces? Is there any objective data to show that any forces have been changed or that measurable objectives have been reached? Some, or all, of these questions should be answerable depending on how far the RUPS project has proceeded.

## HANDOUT 87

## DEVELOPING BACK HOME SUPPORT TO CARRY OUT A RUPS PROJECT

There are two important ways to think about developing back home support to carry out a RUPS project. One has to do with support for yourself as you work on the project. The other has to do with the involvement and commitment of others who can contribute to success of the project.

### Support for Yourself

Most of us benefit a great deal from the kinds of relationships and activities shared by the trios in the RUPS workshop training. Your fellow trio members may be from your home school setting. If so, consider whether there are additional persons in your school setting with whom you could work at building these kinds of helper-helpee relationships. If not, how can you start from scratch to build such relationships? Your ability to use the RUPS process and skills give you one kind of support. The help you can get from colleagues who are also skilled in RUPS often adds critical perspective to your efforts. Working with the help of others in your school setting can have added advantages of their gaining from knowledge of your work. It also can build norms among a school staff of sharing innovations, helping each other's professional growth, using an experimental approach to deal openly with problems and forming trust.

### Support for the Project

The success of your RUPS project depends on the kind of involvement and commitment that you elicit from others. This in turn largely depends on how you answer the management questions. Many successful RUPS projects have been especially creative in ways of involving pupils. In some situations, pupils have been involved in using the force field techniques, data gathering and analysis. As noted earlier, there is no advance prescription. You must diagnose what makes the most sense in your situation. Here again are the management questions for you to consider.

1. Is there awareness among those who will be affected by the proposed change that a change is needed?
2. What are your own motives--why do you desire to see this change come about?
3. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?
4. What is the nature of your relationship with those who will be affected by this change?
5. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?

6. Are those who will be affected by the change involved in considering alternative ways for bringing it about?
7. If you and others have arrived at a point of having some clear intentions for change, what has to happen in order to move from the stage of having good intentions to the stage of making actual change efforts?
8. Are those who will be affected by the change the ones who are carrying out the plan to bring about the change?
9. How will you know if the change has really happened, and if so, why it happened or didn't happen?
10. If the change has happened, what support will be necessary in order for it to continue in the new way?
11. Are those who were involved in this effort now more able to carry out other change efforts in the future?

## HANDOUT 88

## NEXT STEPS OF MY RUPS PROJECT

Outline briefly below the next steps you plan to take in carrying out your RUPS project. This will be for sharing and criticizing in your trio. Be clear about how these steps fit into the RUPS model diagram. Be ready to discuss how your present data and analyses lead logically to these next steps. Be ready to discuss how the way you plan to carry out these steps speaks to your needs for back home support and to answering possible management questions.

My next steps will be. . .

## SUBSET XVI:
## FOLLOWUP SESSION II

180 minutes

### PURPOSE

These activities are designed to provide support for carrying out back home RUPS projects and further practice in applying skills.

### OBJECTIVES

Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans to support desired changes and share his RUPS project experience.

### LEADER PREPARATION

1. Newsprint sheet (N27) should be ready for display.

2. Paper and pencils

3. PARTICIPANT MATERIALS

| | |
|---|---|
| Handout 89: | Agenda for Subset XVI: Followup Session II |
| Handout 90: | Analyzing Progress of a RUPS Project |
| Handout 91: | Developing Back Home Support to Maintain a Desired Change |
| Handout 92: | My Plans for Further Sharing |

SUBSET XVI

| SCHEDULE | MINUTES | RATIONALE |
|---|---|---|
| 1. Introduce agenda for Subset XVI | 5 | This allows participants to structure appropriate expectations. |
| 2. Discuss what should have been different | 15 | This activity initiates sharing on emotionally relevant aspects and supports a work norm of critical review. |
| 3. Analyze progress of RUPS projects | 90 | Work in trios takes advantage of helping norms developed in the workshop. This should increase the validity of applying RUPS skills criteria to analyzing progress. |
| 4. Consider support for change | 30 | This introduces the concept of need for maintaining change as an addition to concepts of how to bring change about. |
| 5. Plan further sharing | 10 | This is to orient participants toward back home sharing similar to the kinds of sharing experienced in the workshop setting. |
| 6. Consider other RUPS projects | 30 | This supports commitment to followup sharing and follow through use of the RUPS process. |

| MATERIALS | INSTRUCTIONAL STRATEGY |
|---|---|
| H89, N27 | 1. Refer to H89 and N27 in reviewing the agenda. Note that participants will work in the original workshop trios. |
| | 2. In trios, instruct each person to briefly share one thing he would do differently if he were starting his RUPS project over at the beginning. |
| H90 | 3. Direct participants to use H90 to help analyze each other's progress in carrying out RUPS projects. Working in trios, they will have 30 minutes to work on each member's project. |
| H91 | 4. Direct participants to read H91 and discuss in trios their ideas about ways to maintain desired changes. |
| H92 | 5. Direct participants to read and react individually to H92. |
| | 6. Direct participants to share in trios their ideas about further sharing from H92 and also consideration of other RUPS projects they might wish to undertake. |

## NEWSPRINT SHEET N27

(Copy this sample on a large sheet of newsprint
and have ready to use in Subset XVI, Step 1)

## AGENDA FOR SUBSET XVI: FOLLOWUP SESSION II

1. Introduction to Subset XVI agenda
2. Discuss what should have been different
3. Analyze progress of RUPS projects
4. Consider support for change
5. Plan further sharing
6. Consider other RUPS projects

## HANDOUT 89

## AGENDA FOR SUBSET XVI: FOLLOWUP SESSION II

Purpose: To provide support for carrying out back home RUPS projects and further practice in applying RUPS skills.

Objective: Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans to support desired changes and share his RUPS project experience.

Steps:

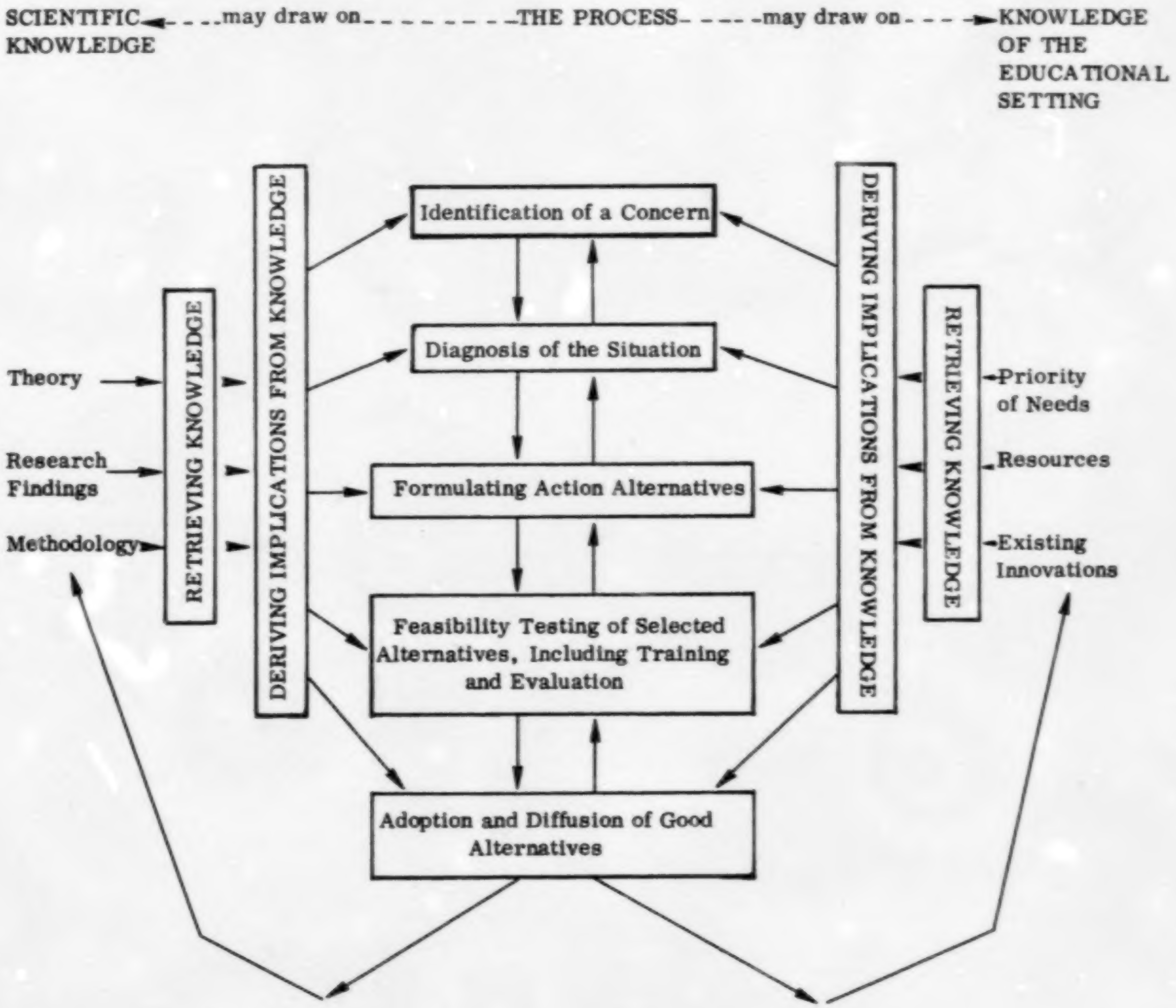
1. Introduction to Subset XVI agenda
2. Discuss what should have been different
3. Analyze progress of RUPS projects
4. Consider support for change
5. Plan further sharing
6. Consider other RUPS projects

## HANDOUT 90

## ANALYZING PROGRESS OF A RUPS PROJECT

It is suggested that you use the following ideas to help other trio members consider the progress being made on their RUPS projects.

First: Help the person consider where he is on the RUPS diagram. Which phases of the RUPS process has he covered? Has he cycled back to repeat some phases in light of new information gained? What evidence can he show of the phases he has been through? What phase is he in right now? Is he clear about this? Are his current efforts appropriate or does it appear that he should be in a different phase right now? Use the diagram of the RUPS model below to work out the answers to these questions with him.


SCIENTIFIC KNOWLEDGE
may draw on
THE PROCESS
may draw on
KNOWLEDGE OF THE EDUCATIONAL SETTING
Theory
Research Findings
Methodology
RETRIEVING KNOWLEDGE
DERIVING IMPLICATIONS FROM KNOWLEDGE
Identification of a Concern
Diagnosis of the Situation
Formulating Action Alternatives
Feasibility Testing of Selected Alternatives, Including Training and Evaluation
Adoption and Diffusion of Good Alternatives
DERIVING IMPLICATIONS FROM KNOWLEDGE
RETRIEVING KNOWLEDGE
Priority of Needs
Resources
Existing Innovations

Second: Critique the quality of the work done so far. Were the four guideline questions clearly answered in writing the problem statement(s)? Are the forces in force fields stated specifically enough to know who to go to and what to ask in order to clarify a force? Are force fields rank ordered for importance and rated for clarity? Was data collected in order to clarify forces in the force field? Were results from data written out and implications derived from them prior to considering action alternatives? Was action planned using force fields to consider ways to strengthen and/or weaken specific forces? Is there any objective data to show that any forces have changed or that measurable objectives have been reached? Some, or all, of these questions should be answerable depending on how far the RUPS project has proceeded.

## HANDOUT 91

## DEVELOPING BACK HOME SUPPORT TO MAINTAIN A DESIRED CHANGE

At the beginning of the RUPS workshop, a problem was defined as existing when there is a difference between the way things are now and the way someone would like them to be. The force field technique describes things as being the way they are at any given time because of the balance of forces that could push them toward and away from a goal. The goal is a specific statement of how you would like things to be. You move toward the goal by changing the current balance of forces. But, in many change projects, things don't stay changed. A goal may be reached for a short period of time. Then old forces begin to operate again. Things slide back toward their original pattern. Not enough attention was given to ways to maintain the forces needed to carry on the desired change.

Up to now, you may have used RUPS skills primarily to consider ways to bring about a desired change. Important additional actions may occur to you by using these techniques to consider what will be needed to maintain a desired change. What would a force field of forces for and against maintaining the goal, once reached, look like? It might be somewhat different than the ones you've used in considering how to move toward the goal! How would you answer the management questions in terms of maintaining the change? You might answer some of them differently than when you were working to bring the change about. You might also need to consider some different kinds of support for yourself in maintaining the change.

## HANDOUT 92

## MY PLANS FOR FURTHER SHARING

Things you have learned from the successes and failures of your RUPS projects can help others. Understanding of the RUPS process and its skills can also be shared. There are many forces for and against effective sharing in the field of education. Your RUPS training probably makes you more sophisticated than most educators in thinking about this problem. If you were to accept the challenge of sharing knowledge of your RUPS project and the RUPS process with others in your back home setting, how would you go about it? Make some notes of the steps you would take. You will be asked to share these ideas in your trio.

## APPENDIX A

## TYPESCRIPT OF THE TAPE OF MRS. JONES'S CLASSROOM PROBLEM

| | |
|---|---|
| TEACHER | The group this year just can't seem to get going. It isn't a matter of intelligence, they just don't seem to want to work. For some reason or other, they're dragging their heels all the way and I don't know how to lead them. I want to do something but I don't know where to begin. What can I do? |
| Student 1 | The other kids in our room just don't want to learn too much this year. But I want to learn more, but if I did they would think that I was trying to be teacher's pet. |
| Student 2 | I don't think Mrs. Jones is very strict. She ought to be more strict because the kids are always messing around all the time as if they can take care of themselves all the time. Last year our teacher was very strict and she made us do everything she said. |
| Student 3 | Well, Tom, he helps me in arithmetic but we don't let anybody know because it's cheating. |
| Student 4 | I don't work very hard in school this year, nobody else does, so why should I? |
| Student 5 | Our teacher last year was really bossy. We had our own ways of getting around things. |
| Student 6 | Johnny makes Mrs. Jones get mad, he's a neat guy. |
| Student 7 | I like school. Most of the kids in our class don't. |
| Student 8 | Mrs. Jones tries to be nice but the kids just don't believe her. |